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### EDITORIAL.

**TIME FLIES SWIFTLY.**—A year has gone by since we accepted the proposition to purchase *THE CHICAGO TEACHER* and became its editor and publisher. With much diffidence, we assumed the duties and responsibilities of the position, as we knew that difficulties had to be encountered and surmounted, if the publication maintained the prestige it had attained under our predecessors. In May, the *Minnesota Teacher* was merged into *THE CHICAGO TEACHER*, and, in July, the title was changed to *WESTERN JOURNAL OF EDUCATION*. Our work, for the year, is now before the educational community and subject to its judgment and criticism. There we are content to leave it, but must say, our object in undertaking this work was, if possible, to sustain an educational journal in Chicago, and through it, to do what we could to promote the cause of popular education. That much we have thus far accomplished, but have only a clear conscience as the reward for our labor. We are willing to persevere in this work, but cannot afford to do so wholly uncompensated. We therefore request all who desire the success of this Journal to aid us in sustaining it, by forwarding their own, and by procuring and sending others' subscriptions. As inducements to do this, we renew our offer of the chromos, "Memories of Childhood," of which we have, fortunately, procured another 600 copies, and we continue our club rates.

There are many reasons why educational journals should now be liberally sustained, the chief of which is the work they may do in behalf of education, during the Centennial of the nation, which is just at hand, and which will indeed be a golden opportunity for promoting the intelligence of the people and securing the perpetuity

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of free government. For this object, we urge on all school-officers, teachers and publishers the duty of handsomely sustaining the educational press with contributions on educational topics and with subscriptions and advertisements. Progress in all departments, is essential and can only be achieved by united and vigorous efforts. It is not a question of whether one can afford to expend a few dollars and a few days time, but whether victory shall perch on the educational banners, and the welfare of the schools be perfectly secured.

**THE noisy teacher** has had her share of abuse. We therefore declare war against the *quiet* teacher, who, glued to her chair, with her head drawn between her shoulders, is of almost as much use to her division as would be a tobacco merchant's Indian maiden, or a tea dealer's Chinese mandarin. With the sprightliness of a mummy, and the animation of a corpse, she is an incubus on her division, a stumbling block to all progress, a blight upon the youthful minds committed to her care(!). Her chief benefit is her development of the ingenuity of the principal, for whom she sends if one of her chicks does but peep. She complains that she has the greatest number of bad boys of any teacher in school, blind to the fact that every boy not a *corpus defunctum* like herself must regard her room as a charnel house. Her classes all fall upon examination, at which she weeps and settles herself more firmly in her chair, and draws her head further between her shoulders. Alas! If some modern Perseus would but imagine her an Andromeda chained to a rock, how cheerfully would we assist him in carrying her off to his home in—well, we would not care where. And we would present him with the rock, that is, the chair.

## INDUSTRIAL DRAWING.

In the Commercial column of the New York *Independent*, we find the following:

The low rates at which cotton goods have been selling, have very naturally excited the attention of foreign purchasers and have created anticipations of an export trade to Europe. . . . Whenever we can manufacture goods cheaper and *better* than they do in Europe, then they will be exported to foreign markets. . . . We are now paying a good many millions of dollars yearly to France for *mere style* in cotton goods, and calicoes may be seen lying on the same counters in our great dry goods stores, not very different in material value, which differ in price full *five hundred* per cent. It is the elegance, the superior taste, the artistic designs, of French calicoes which impart to them a value in ladies' eyes, which our own calicoes do not possess, and it should be the aim of our manufacturers to compete with French producers in such things. Unless they do they cannot hope to compete with them either in our own or in foreign markets.

The italics are ours. But how can American manufacturers compete with the French? American boys do not learn trades. The peculiar education they receive tends to make them shop-keepers, lawyers, doctors, etc. Arithmetic and writing are held before the minds of children as the great *desiderata* of an education. The directive tendency of these studies is towards trade. *Æsthetic* culture is neglected, and those faculties which lie at the base of all mechanical accomplishments, are permitted to lie dormant. Could we teach industrial drawing, we would send out youth having a bent of mind which should lead them into the workshops. As it now is, we are compelled to import our artisans from Europe. The workmen of experience have good positions at home and do not emigrate. Young men and inferior mechanics come to us. Europe retains her best workmen, and buys our cotton which she sends back to us dyed in colors and stamped with figures which enhance their value five hundred per cent. above the same article coming from our looms. "We pay many millions to France for mere style." Could we manufacture these things at home and retain the money which they cost, our country would no longer pay a tax to Europe compared with which the interest on our public debt sinks into insignificance. The importations of cotton goods alone amounted to fifteen millions for the first nine months of the present year. We ought not to buy a yard of cotton goods from any country. We can not teach cotton printing and dyeing in our schools, but we can teach drawing, and the principles of chemistry which contain the elements of all such mechanical work.

As we think, very little true technical instruction can be given in the common school, but if the knowledge taught and the methods pursued develop the germs of faculties which are usually called into activity later in life, the great object of education will have been accomplished. Massachusetts has set us an example in the introduction of art education into her schools. The West cannot afford to neglect this study. We already pay such a tribute to the East and to Europe that our farming community is just able to meet expenses. Were manufactures carried on in the West, there would be a home market for our produce, and we could save transportation both ways. It is our earnest conviction that twenty years of art culture in our schools would enable us to compete with

Europe. As we accumulate wealth, we shall be able to make use of the immense supply of raw material which now offers itself in vain to us. No city can hope long to maintain a commercial superiority by simply taxing raw products which pass through her hands. Manufactories are the only foundation of permanent greatness.

The rejuvenation of Philadelphia is an illustrious example of this truth. In 1852, her wharves were lined with ships, and an immense trade was carried on in dry goods. Now her great capitalists have recognized the fact that she is an inland city. As they could no longer compete with New York they have betaken themselves to manufacturing and a new life has been given the city. Western cities should heed the example and lay the foundation of future greatness, by fostering art culture, which will supply the cunning workmen who will give value to the very stones of our soil. The world has passed the barbarous age when comfort alone is sought after. The beautiful commands a price as well as the good. The general education of the American people will steadily cause them to demand an increasing excellence of workmanship. If the products of the home manufactories do not equal the taste of consumers, they will assuredly seek foreign supplies. Among the many important subjects which demand the attention of educators, there is none which outranks this. Here is a way to settle the green-back question. All questions pertaining to temporary relief from the effects of past political crimes and blunders are as nothing compared with this. After the question of the existence of the schools is settled, this will come in for a large share of consideration.

THE practice of some teachers in requiring an excuse from the parent for every irregularity of attendance on the part of the child does more evil than they imagine, while the good resulting is infinitesimal. We know teachers who send pupils home for an excuse when tardy, with the instruction not to return without one. Here is a waste of time on the part of the pupil, a justly indignant parent, and a weakening of the teacher's authority. The more firmly and continuously the teacher holds the reins of government the better. Any reference to the principal, with the knowledge of the pupil, is a confession of weakness. So is, generally, a reference to the parent. Inform the parent by postal card of the delinquent's fault; don't send him. As a general rule, parental co-operation weakens, rather than strengthens. Make the pupil feel that the teacher is the higher power, and that, if necessary, the family arrangements must be conformed to the necessities of the case. If the family does not breakfast till 9 A. M., he must breakfast at 8 A. M.

When a child returns to his mother with the statement that he cannot be admitted without a written excuse for his tardiness, the teacher places herself in a false position, and really requests the mother to lie her out of it.

In the higher divisions the word of the pupil should be sufficient; but the pupil should not *dare* to tell the teacher a lie. We have known lying pupils with one teacher to become, very suddenly, truthful pupils with another. We have known pupils to lie to one teacher and tell the truth about the same matter, on the same day, to another. And here we are, back again to the one truth of teaching: The teacher makes the school.

## THE OHIO ELECTION.

The contest in Ohio is numbered with the things of the past, and we can now examine the questions which are in our province, coolly and without prejudice. The Republicans attempted to fasten upon the Democratic party the odium of opposition to the public schools. The Democratic convention and stump speakers persistently denied the charge. The past course of the Democratic party of Ohio has been friendly to public schools. But it so happens, from other causes, that those who are avowedly opposed to public instruction are found in the ranks of that party. Several questions were discussed, and diverse influences decided the result of the election, but it cannot be denied by the thoughtful observer that the agitation of this question had much to do with the defeat of the Democratic party. This shows that even when the danger is a remote possible contingency, the people rally against a party which is, without doubt, wrongfully accused of hostility to this important interest.

Should any party put an anti-school plank into its platform, there could be found hardly enough men of that party to supply one-half the judges of elections. The conclusion is, that no party is unfriendly to the public schools. But our Roman Catholic people are generally on the other side. This opposition is a term of communion in their organization. They have a right to be opposed, to express that opposition, to promulgate it, to vote for it, to advocate it from the altar, and to use any lawful means to render this a Catholic country. The political papers have found fault because a priest directed his people how to vote; why should he not do so? His people were called upon to vote for or against a system which he believes to be wicked, godless, and accursed; he would be false to his vow did he not advise them to vote against such a supposed system of iniquity.

The Abolition preachers did the same thing; they decried slavery from the pulpit, and discussed political platforms, and excommunicated those who voted with the slaveholders.

The right of a minister or priest to discuss any subject that he supposes has a bearing on morals cannot be denied. But when that subject is a matter of public interest, or what is called politics, the church and minister, or priest, must expect to be treated as a political opponent.

That party which takes the sword shall perish by the sword, so that church which appeals to the ballot box must submit to the arbitration of politics. We think it a sorry day for any church when it becomes a party to political warfare, but do not offer our advice. Towards our Roman Catholic fellow-citizens, as individuals, we have the warmest feelings of personal friendship; and we are sure that we are devoid of prejudice, but we are a party to the defense of the public schools.

A division of the public school funds would destroy the system, and would virtually establish religion by law. Any organic connection of the public schools with any church would do the same thing. Religious culture cannot be taught in the schools at all. By no possible contrivance can there be any compromise of this question. The State must not teach any dogma. Arrangements can be made by means of which the children can have time for religious instruction, to be given by their spiritual

leader, at the expense of the church, and apart from the schools. The more intelligent portion of the laity know that this is an unfortunate issue which the Roman Catholic clergy have forced upon them. Very many of them are in sympathy with us on the public school question. This should be remembered in this discussion. We hope to see the question settled by its own inertia. Outside of one religious organization, the American people are of one mind. We are truly sorry that any part of our people are unable to enjoy the benefit of our efficient school system, especially since, in our opinion, the interests of religion would not be hindered by an intermixture of children. But the present system is building up a wall of partition which can result in nothing but future calamity. We confess that there seems to us to be no solution of this question.

We saw no way out of slavery, except through blood. Less things than the school question have deluged other lands in fratricidal gore. While we write, the daily press brings us an account of an unfortunate collision in Connecticut. A young man, son of a Baptist minister, led by a sense of duty, opened his school by reading the Protestant Bible. The Roman Catholic priest interfered, and the result was blows and violence. The priest, of course, interfered without warrant, and acted in a reprehensible manner. His remedy was at law, or a withdrawal from the schools.

At a meeting of the Episcopal clergymen in Philadelphia, the perfunctory reading of the Holy Scriptures was declared to be wrong, and gentlemen asserted that all that was needed was courage to do justice, and those in the right need not fear to do a just act.

The public mind is excited upon this subject, and it will require the utmost exertion of prudent and dispassionate citizens to prevent serious trouble.

THE folly of comparing schools and of judging by results alone of the comparative merits of teachers is found in this fact, that in some schools it is a rare thing for a six year old child to enter school unable to read, while in others, a child, able to read upon his first entrance to school, would be regarded as a superior being.

SOME teachers worry themselves into their graves or into premature matrimony by an unnecessary feeling of responsibility in regard to their pupils. They reproach themselves because their scholars know so little, and seem to be unable to comprehend the simplest truths. Such teachers should remember that they created neither the bodies, brains, nor surroundings of their pupils. To discharge faithfully and skillfully the duties of the day is all that is expected of the teacher. If the pupils do not learn, the cause is to be found, probably, in the blockheadedness of some ancestor, near or remote, or in the stupidity of the principal who placed them in a grade beyond their capacity. In either case, the teacher is blameless. To this however, should be added, that teachers whose divisions make little or no progress, and who never worry about it, should, in all probability, look for the cause of the deadlock in their own indifference and unskillfulness. Herod is not the only person guilty of the blood of the innocents.

## LANGUAGE LESSONS—Continued.

The introduction of the adverb next claims attention. A resort to the devices suggested in former papers, will produce upon the slates a sentence containing an adverb in common use. The teacher may walk slowly across the room and require a description of the act. If the proper kind of sentence is not produced at first, walk rapidly, and you will find this sentence: The teacher walks rapidly. Call attention to the adverbial idea.

*Question.* What does the word, rapidly, tell you?

*Answer.* It tells us *how* the teacher walked.

Let the teacher now *do* many things: *e. g.*, read slowly, rapidly, loudly, and harshly; whisper quietly; write well and badly; strike hard, etc. Require pupils to notice *how* things are done; how men, women, children, animals, the rain, the wind, the sun, the moon, and the waves do things. Quite a list will be brought in. Require sentences containing the following words: quickly, gently, furiously, sweetly, rapidly, steadily, hastily, well, willfully, neatly. How many ways can one work, walk, talk, play, study, etc.? Give lists of verbs and require appropriate adverbs to be associated with them in sentences. Exercises similar to the following afford an excellent drill:

A lion can roar — (how?) A robin can sing — (how?)

*Teacher.* Children, when did you study your reading lesson?

*Answer.* We studied the reading-lesson *yesterday*.

*Teacher.* Which word tells you *when*?

*Answer.* Yesterday.

Now, then, always, never, ever, sometimes, many times, frequently, often, etc., can be *discovered* in sentences in the reader. The use of these words as indicators of *time*, *when*, can be found out by the children. Where, elsewhere, anywhere, everywhere, nowhere, there, here, hence, thence, hither and thither, may be sought in books. Teach these words by finding them in actual use, or do that which is better, build sentences containing them. If learned by rote, the whole object of these lessons will to that extent be destroyed. Develop one of these sentences: The birds are *now* singing *sweetly*, *everywhere*.

The cold *now*, *everywhere*, *cruelly* freezes the tender plants. The fierce wind blows *fearfully* *to-day*, *everywhere*.

*Teacher.* Children, what does the word fearfully tell?

*Answer.* The word, fearfully, tells *how* the wind blows.

*Teacher.* What is the word, to-day, used for in this sentence?

*Answer.* The word, to-day, shows *when* the wind blows.

*Teacher.* Words which show *How*, *When*, or *Where*, are called adverbs.

Give exercises requiring verbs to be modified by two or three modifiers. How, when, and whither did the sun go? The sun went *down* slowly, yesterday evening.

Write sentences containing the following verbs associated with suitable adverbs: walks, loves, writes, etc.

Write lists of words, and require the pupils to select the adverbs.

*General review.* This sentence: A good boy studies diligently, is produced:

*Teacher.* What can you say of this sentence?

*Answer.* It should begin with a capital letter and end with a period. Good is an adjective and describes boy;

boy is a noun, (it is a name) singular number, (it denotes but one,) masculine gender, (it is the name of a male,) and, it is the subject (it is that of which something is said). Diligently is an adverb, (it tells *how* the boy studies) or it modifies studies.

*Teacher.* What can you say of this sentence: Does the boy study diligently?

*Answer.* It should begin with a capital and end with a question mark, (an interrogation mark.) Practice this and similar exercises embodying all the principles already developed, until the pupils become very familiar with them.

IN few things can a principal so add to the efficiency of his school as in the prompt and hearty support of the authority of his teachers. Both teachers and pupils should feel that there will be no weakness displayed by the principal, when a case is referred to him. Those principals commit a grave mistake who hesitate to give offense to a parent when he interferes in behalf of a troublesome child. If necessary, both parent and child should be bundled out of doors, bag and baggage. A bullying parent, like every other bully, is a coward, and, while he may threaten wildly, a show of physical force is often the medicine that will insure his respect, and frequently convert him into an ardent admirer.

We are aware—and teachers cannot be too often reminded of the fact,—that the schools are for the benefit of the children, built and supported by the people: but it is also true that no one man, or half-a-dozen men, should be permitted to claim for his or their children privileges not granted to all. By the principal, as the guardian of the rights of the people generally, the embryo ruffian and his foolish father should be taught some wholesome truths.

In schools governed by mild measures, the great danger is anarchy. The spirit of insubordination advances stealthily and gradually, and will, unless checked, overthrow the whole fabric. The New York schools illustrate the dangers that beset, and the evils that are apt to follow, disuse of energetic measures. It is astonishing how wide spread among pupils and parents in Chicago is the belief that the rod has been abolished *by the Board*. Within the last week the writer has had several parents express to him their regret that he, the principal, was no longer allowed to flog their offspring; and he has been highly amused at their expression of astonishment when informed of their mistake. When the teachers of Chicago laid aside the ferule, they palsied the arm of many a parent whose flogging they had generously done. These parents sadly miss the teachers' aid in training their offspring; and the children miss it, also; and without prompt, decisive, judicious action on the part of the principal, he may expect to be carried away by the squall.

It is a serious question, whether we do not attempt to teach too much theory of Arithmetic. The philosophy of G. C. D., L. C. M., Percentage and Evolution is very clear to our minds, (that is, we *suppose* it is,) but we doubt very much whether it was anything more than a muddle when we were of the age of the pupils into whose brains we are trying to drive it. Yes, we know very well that *we* had very inferior teachers compared with the teachers that our pupils have.



## EDUCATION AT THE CENTENNIAL.

The importance of properly representing the work of the schools of this country, at the Centennial Exhibition, appears to be well understood by the majority of the school-officers and teachers of the respective states, and therefore, it is unnecessary to portray the advantages to be gained thereby. All that is requisite to determine is, "How the exhibition shall best be made." Even on this question there is but little difference of opinion. Illinois has been rather tardy in "wheeling into line," but under the leadership of Hon. S. M. ETTER, State Superintendent, has recently organized for the work. At his call a number of the prominent superintendents and teachers of this State lately held a meeting in Chicago, and, after duly considering the subject, adopted the following schedule:

## HISTORY.

In two departments, private and public. The first department is divided into two sections, elementary and secondary. The two subdivisions of the first section are termed "Of Necessity" and "Denominational," the latter comprising seminaries, colleges, universities, and professional.

Of public history the elementary is classed in two divisions, primary and grammar, while the secondary division comprises high schools, normal schools, colleges, and universities.

## APPLIANCES.

This department comprises: first, as to buildings, plans, photographs, engineering, and models; secondly, as to furniture, heating, seating, and ventilation; as to libraries, reference and circulating methods; as to organization, grades, course of study; as to teachers, special, general, and aids; and of the latter class, those districted and those periodical. This department also includes everything in relation to apparatus, journals, text-books, and programmes.

## RESULTS.

Under this head are classed results of the educational system in vogue, classified as follows: Primary, grammar, and college. Under the subdivision of pupil's work come, respectively, answers to questions; compositions; specimens of penmanship; drawing; the latter divided into map drawing, industrial, and designing; and finally, collections and exhibitions.

They also appointed the following committees:

On History—First division, private schools, Hon. Newton Bateman, Galesburg, chairman; Dr. J. M. Sturtevant, Jacksonville, and Dr. J. W. Locke, Lebanon. Second division, public schools, Hon. S. M. Etter, Springfield, chairman; J. V. N. Standish, Galesburg, and Samuel Willard, of Chicago.

On Appliances—First division, buildings, furniture, and apparatus, Dr. Robert Allyn, Carbondale, chairman; E. L. Wells, Ogle county, and D. B. Parkinson, Carbondale. Second division, organization, courses of study, teachers, journals, text books, and associations. W. B. Powell, Aurora, chairman; Duane Doty, Chicago, and E. C. Hewett, Normal.

On Results—First division, programmes, elementary, high school, college and pupil's work, Superintendent J. L. Pickard, Chicago, chairman; Prof. Delano, Chicago, and D. S. Wentworth, Englewood. Second division, collections, Miss Sarah E. Raymond, Bloomington, chairman; Dr. Thomas, Carbondale, and Prof. Forbes, of the Normal school.

As the State Centennial Committee could give them no encouragement concerning an appropriation toward the payment of expenses, they resolved that an appeal be made to the public school teachers of the state to raise if possible the sum of \$10,000 to defray the expenses of a first-class educational exhibit at the Centennial. Superin-

tendent Etter was authorized to issue circulars to the teachers of the State embodying this request.

It certainly would be a great disgrace for Illinois to fail in this enterprise, and, it is but performing duty to urge on all the necessity and importance of zealously endorsing, and enthusiastically supporting, the foregoing plan, especially, as it is in accord with that agreed upon by nearly all the states.

**THOROUGHNESS.**—Twenty-five years ago there appeared before EVAN DAVIES, School Examiner for Butler county Ohio, a young lady who proved herself thoroughly proficient in all that then was required to be taught in the common schools and also well versed in other branches. Soon after, her brother, a graduate of Miami University, appeared before the same person, and, laying down his diploma as evidence of his scholarship and fitness to teach, requested a certificate. The Examiner not being satisfied with the evidence afforded, subjected the candidate to a critical examination on all the fundamental principles of a good English education, and, after finding his knowledge of them very deficient, advised him to go home and take lessons from his sister until he mastered them, and then to return, prove himself worthy of and receive a certificate. The advice was severe, but the young man heeded it, and thereby learned a lesson in thoroughness, which lasted him for life. There are scores of teachers who need the same lesson, especially as to thoroughness in imparting instruction. The best educators see that the present great want of the schools is thoroughness, and therefore, are strongly urging the need of laying well the foundations. Hon. S. M. ETTER, Superintendent of Public Instruction in Illinois, is decidedly in favor of reform in this respect in the methods of teaching. In a lecture to the Will County Teacher's Institute, in July, he dealt well deserved blows at the superficial styles of education, and said:

What is needed in our public schools, is not a weak smattering of all the fancy branches, such as music, drawing and the multitudinous 'ologies and 'osophies; but a thorough knowledge of the practical branches: reading, writing, arithmetic and English grammar. When these are mastered the boys and girls are prepared to enter upon a practical business life; or if they desire to go on and master the other branches; without these, no person is *educated*, let his 'ologies and 'osophies be ever so great. Under no circumstances then should these *practical* branches be neglected, though they too often are, and this is the cause of almost all the complaint by parents and the public against the common schools. The public schools are for the purpose of giving a practical and useful, not an ornamental, and comparatively useless education. This then, must be their first and most important aim; after that, if there is a demand for it, let the pupils be given a knowledge of the higher branches, the ornamental and useful combined.

The trite saying, "Whatever is worth doing at all, is worth doing well," is as applicable to teaching as to anything else. Music, drawing, and some of the 'ologies and 'osophies are as necessary and useful as "the three R's" and grammar. The point to be observed and rigidly adhered to is that only so many studies as can be *mastered* shall be undertaken. When this rule is faithfully carried out in the public and high schools, there will be no more necessity for "academic instruction" in Normal schools; for thoroughness will reign from the base to the tip of the turret of the temple of knowledge and "cheap and comparatively worthless teachers" will be—"nowhere."

## CHICAGO PRINCIPALS' ASSOCIATION.

Dec. 4, 1875.

SUPERINTENDENT PICKARD distributed copies of the new graded course, of eight grades, and directed that second grade pupils be placed at once on the new seventh grade work, and that classes, as promoted, be placed upon the work of the new grades, in order that the schools may be thoroughly upon the new course next September. No other pupils are to be admitted to the study of German in the Primary grades, as the Board intends to confine the study of that language to the Grammar grades of the district schools. Those pupils now studying German are to continue it, unless excused by the Superintendent of German. Upon their entrance to the Grammar department pupils will be allowed to take German if they desire it; once taken, it is no longer optional.

Assistant Superintendent DORV advised that all notes from parents be preserved for at least one year, especially if they lacked in politeness. He had known of troubles being suddenly settled by the production of an impudent note from a parent.

Mr. DORV spoke of the habit of mispronouncing words, even when the dictionary was lying on the table. He enumerated a few of the words liable to be mispronounced, some of which he had heard during the past month. *Acclimate*, *Aggrandize*, *Alkali*, *Aspirant*, *Bedizen*, *Microscopist*, *Demonstrate*, *Extol*, *Conversant*, *Disarm*, and other words having the prefix *dis*, in which the *s* should have the sound of *z*; *Granary*, *Harass*, *Isolate*, *Italic*, *Italian*, *Typographical*, *Bouquet*, *Biographical*, *Association*, *Pronunciation*, *Oblique*, *Oasis*, *Area*, *Perfect* (as a verb) *Placard*, *Trilobite*, *Truth*, *Truths*, *Vanquish*, *Often*.

Mr. LEWIS added that it was oftentimes desirable to take notes of a conversation of a parent and gave illustrations of their use in his own case.

Superintendent PICKARD remarked upon some facts which he had seen in the schools of Dayton during a late visit there. He saw no classes standing for recitation: pupils sit for recitation, on a platform or bench on one side of the room. In lowest grades spaces are ruled on the blackboards by vertical lines, one space for each pupil, who draws horizontal lines, at signal of teacher, and then copies letter placed on board beforehand by teacher. Whole division draw, and write, at one time. Reading is excellent. Other work agrees very largely with our own. The Dayton schools are under military discipline; the pupils march into and out of the house, up and down stairs, to and from class, etc. The Superintendent who preceded the present incumbent, Mr. Hancock, had been a Colonel in the army. The examination papers were very neat, and great attention was paid to language lessons, including composition writing. Mr. PICKARD spoke of the fountains, plants, minerals, etc., in the Normal School, and remarked that such extravagance can be indulged in small cities only. He also spoke of the comparatively small number of pupils to a teacher, only 45, while our average is 57. The Normal School contains only 20 pupils.

In answer to questions, the Superintendent decided that all pupils absent six half days in four consecutive weeks must be suspended, unless absences are occasioned by sickness, and the fact of suspension must appear on the class-book. Principals may either send to Superintendent

for restoration, or restore delinquents themselves. New blanks will be furnished notifying parents to apply to the Principal for restoration. A special suspension may be revoked, and the record changed; suspension for absence must not be revoked, except in case of sickness of the pupil.

The Superintendent announced that one or more teachers must be in each school building from 8 A. M. to 4 P. M. He advised that the labor be divided among all teachers without exception. But no *substitute* shall take charge; the duty must be performed by regular teachers.

JOHN C. RICHBERG, Esq., President of the Board of Education, made some remarks in regard to the new rule requiring the school houses to be open; and asked the principals to notify their teachers that those contemplating resigning should send their resignations to the President of the Board at least three days previous to their departure, and should at the same time notify the Superintendent and Principal.

The discussion was postponed till next meeting.

THERE is considerable discussion among Chicago teachers in regard to the meaning of the word "Geography." The old definition is like the boy's suit, much too small. It is neither high enough, nor low enough, nor will it button round him. The third grade teachers contend that Geography means "the city Government (of Chicago), including the Mayor, Council, Attorney, Comptroller, Assessor, Boards, together with the *manner of choosing, duties, and compensation of each office*," and base their views on the Report of the Committee on Geography, adopted by the Principal's Association. The fourth grade teachers dispute this, and insist that Geography means "the relation of the State of Illinois to the U. S. Government, composition of the Senate, and of the House of Representatives. *Names of Illinois Senators and Representatives from Chicago*. Number of Representatives from Illinois. Number of Congressional districts in Illinois. Right of each to representation in military and naval schools, and manner of selection of candidates." These facts, they maintain, are essential to the proper understanding of Geography by fourth grade pupils.

But the fifth grade teachers wax furious at this, and are willing to swear, or affirm, according to circumstances, that the substratum of all Geography is "a map of the world from memory, on Mercator's projection, *with America in the middle*." Placing Chicago as near the middle of America as the truth will admit, they make the world revolve on this hub, and point triumphantly to the continents wheeling around the Garden City. This, they claim with pride, conveys to the youthful intellect a correct idea of the form and motions of the earth, and the subordination of the universe to Chicago. They declare themselves ready to carry on the war to the last ditch under the banner of "Mercator's Projection, with Chicago in the middle."

Other grades have other views. For ourselves, we cry, "You are all right; let us have peace." We agree with Huxley, who says, "Geography is a peg upon which to hang old clothes;" or something to that effect; and we pray for the advent of the rag-man.

SAID a pupil, the other day, of her teacher: "Miss W. always *says please*, but she means *must*."

## CHICAGO PUBLIC SCHOOLS.

The Twenty-first Annual Report of the Board of Education, for the year ending June 25, 1875, has just been issued.

We can make but a few extracts from it, though we should like to make many. Mr. Pickard's report we should like to present to our readers entire, but cannot for want of space. We note a few items from various parts of the volume:

## I. ATTENDANCE.—During the past year there was a

Total enrollment of.....	49,121 pupils.
Average number belonging.....	34,983.1
Average daily attendance.....	32,998.7
Per cent. of do.....	94.5

The average attendance of each pupil was 132 days for the boys, 134 days for the girls, in the school year of 200 days.

The tardinesses were 75,135; an average for each pupil in daily attendance for the year, of 2.3; or, allowing 400 opportunities for tardiness for each pupil, 57-100 of 1 per cent.

Mr. Pickard says: "We can now furnish sittings for about 34 per cent. of our school population. Of the remaining 66 per cent. 28 per cent. are reported as enrolled in Private Schools, 16 per cent. are engaged at regular employment, leaving 22 per cent. unprovided for, except as provision is made for 'half-day' attendance of about 10 per cent. Of the 102,555 entitled to school privileges, 49,121 are enrolled in Public Schools, 28,251 in Private Schools, and 15,947 are engaged in regular employment, leaving out of school entirely and not in useful employment, 9,236. To this number must be added properly one-half of the total number of 'half-day pupils,' and we have out of school and without employment, more than 14,000 children of school age. "No house has yet been built for school purposes, with one or two exceptions upon the extreme limits of the city, that has not been filled immediately upon its completion, and that, too, without any perceptible diminution in the case of adjacent schools."

II. EXPENSES.—It is certainly a cause for congratulation that the expense for a year is less than the tuition charged for a single quarter in our average private schools." This expense is, for *all expense including* six per cent. upon valuation of School Property:

Upon Number Enrolled.....	\$16.54.
Upon Av. No. Belonging.....	23.23.
Upon Av. Daily Attendance.....	24.63.

III. SCHOLARSHIP.—The Superintendent says: "The increase in good scholarship is marked." The character of scholarship in the High School, (which has been the object of the most venomous attacks during the past year from those who should have been its friends) is illustrated by the following: "It must have been a source of gratification to the young man (as it should be to all friends of our schools) to hear from the lips of the Yale Professor to whom he had been introduced as from the Chicago High School, the statement: 'You must have an excellent school in Chicago; your students always come to us well fitted.' Similar testimony comes unsought from Harvard and other Eastern Colleges. Beloit College furnishes a year's tuition to the student who passes the best preparatory examination from schools outside its

own preparatory school. A graduate of the Chicago High school has had the benefit of this tuition for the past year."

IV. DISCIPLINE.—The "experiment" of the Chicago schools in the matter of discipline is certainly worthy of being called a success. The number of suspensions for misconduct during the past year was 135; during the previous year it was 256. The best that could be done with the rod was to suspend one pupil for every 22,000 in daily attendance: the past year one pupil was suspended for every 48,888 pupils in daily attendance. We think there is truth in the superintendent's remark in regard to another matter, that "as compared with other cities, we certainly require more work of our teachers."

V. FINANCE AND SCHOOL FUND PROPERTY.—This important subject seems to have received due attention at the hands of this Board. The School Fund of Chicago once owned a square mile in the heart of the city. Much of this was sold when Chicago was a swamp; but even of late years, "The land belonging to the School Fund," as the School Fund Property Committee remarks, "appears to be an object of plunder for dishonest persons." We remember that a few years ago, a President of the Board recommended the selling of the remainder of the school property not used for school purposes, because the income from it was so meager. He showed that its value put in bonds would benefit the schools much more. But when the control of the school property was placed, three years ago, where it always should have been, in the hands of the School Board, the Board determined to make these "dishonest persons" and others pay their just dues. "On the eighth of February, A. D., 1875, there was due the School Fund on delinquent rents under the appraisal of 1870, the sum of \$228,604.78." This the Board undertook to collect if possible; and while they have failed to collect or secure all, owing to the insolvency of some of the parties, and other causes, they have collected, or have secured in interest-bearing paper over \$80,000 of this amount, and are still at work. More than this, the Board determined that there should be no trouble in future; and the School Fund Property Committee reports that under the management of the Board "no delinquent rents have accrued, nor has the title to any of the property become involved." Much of the credit of this improved condition of things is due to JAMES GOGGIN, Esq., Attorney of the Board, formerly Chairman of the Committee on School Fund Property, to whose legal ability has been added a hearty devotion to the welfare of the schools.

VI. MISCELLANEOUS.—Both the Superintendent and the High School Committee condemn the display in dress made by the young ladies of the graduating class of the High School. Mr. PIERCE has an article on Drawing well worthy of perusal. The Committee on music "believe that, notwithstanding other cities employ much more extra help in music than we do, they will not succeed, in the end, in furnishing any better results in instructing the masses in this branch, than we do."

We again offer the fine chromo, "*Memories of Childhood*," as a premium for each subscription at \$1.50 per year, paid in advance. This is a liberal offer and well worth attention.

In 1784, the army of the UNITED STATES OF AMERICA numbered 80 men, rank and file!

## CONTRIBUTIONS.

## "NO. 12" STRAY SHEEP.

"How far back into the wilderness?"

Just as far as you can go without fear of losing some other sheep of at least equal value with the stray sheep.

The law of "greatest good to the greatest number," obtains only in the general plan of work,—such as "Course of Study" and "Daily Programme."

All general principles must be modified by the necessities of particular application. This modification is of special importance when we are dealing with the human mind and the human heart. The teacher needs to be "filled with wisdom" and under the controlling guidance of a loving and tender spirit. If the shepherdess is *sure* that the "ninety and nine" go not astray, she may seek the "one" till she find it. Can she be sure? This is the difficult question. Of too many it may be truly said, "We have erred and strayed from thy ways like lost sheep." The little lambs need constant watching, frequent lifting, tender carrying. Not all at one time—but now this one, at one point in the way, and anon, that one at another point. Strength and safety, weakness and loss, are not constant quantities in the experience of any two members of the flock. They are varying quantities, and interchangeable.

"The magical effect of 'First Class,' and of the possibilities for 'promotion,' which such a class cherishes, is a strong argument in favor of leading on the sheep in flocks. The clear head and the warm heart, and the deft hand of 'No. 12' will provide for the flock, and watch, love, and reach after the silly sheep that wanders—for silly it must be if it leaves such a shepherdess.

It is doubtless true that class instruction, which suits so well the majority, is not the best thing for the discouraged boy, whose early opportunities or mental idiosyncracies have made him the proper subject for "special instruction." Right here, there comes to my aid the pleasant memories of my early days, when, in a school whose total enrolment agreed with its number of classes. No lessons were assigned. Each child was expected to begin at the first page of each book he possessed, and,—*"Go as far as you can"* was the general order. With alacrity, the feet of the little plodder carried him to the teacher's chair for explanation of difficulties encountered. Each example wrought was shown to the teacher, and, if pronounced "correct," was made a matter of permanent record in the "Ciphering Book." In the multiplicity of duties brought upon the teacher by this practice of special instruction and of special inspection, the brighter boys and girls were summoned to the aid of such as needed or thought they needed help. It was a proud moment in my life when I was deemed worthy the summons as Master's Assistant, and in the effort to explain to a schoolmate, I found new light in my own conception of the subject. The younger broom succeeded sometimes in reaching a dark corner which the older broom had not swept clean. Under wise administration, I believe many a lost sheep may be brought in from the wilderness by sending after it some wiser sheep that goeth not astray. It is good for the one sent as well as for the one saved.

In some little nook of the school-room there may be placed a chair for a little assistant, who shall show to some befogged schoolmate the way out to the light.

To make this suggestion more practical in our circumstances, I would repeat my conviction that a room set apart in each school of 750 to 1,000 pupils, for the special benefit of such as need "special instruction," would do more for the good of the schools at large than any one measure which has been adopted in years that are past. To this "ungraded" room I would send the special cases, that now require more than their share of the teacher's time. The number should be limited. No attempt should be made at classification. Each one should be helped in the direction of his chief deficiency. As soon as any one had mastered his difficulty, he should be restored to the class to which he belonged, and his place filled by another faltering child. Backwardness, dullness, indifference, stupidity, even, might find a specific in such a room—provided only that a "true teacher,"—say "No. 12" will accept such a position and oblige

SUPERINTENDENT.

## PUPILS' WORK FOR THE CENTENNIAL.

At a meeting of Educators held Nov. 19, 1875, it was determined to present Specimens of Pupils' Work for exhibition at the coming Centennial Exposition. The committee appointed with special reference to this part of the work, has agreed upon the following recommendations:

1. That contributions of Examination papers, Essays, Abstracts and Specimens of Drawing and Penmanship be solicited from the schools of the State.

2. That these papers, etc., be submitted under certain prescribed rules for exhibition in one or another of the three following classes:

Class I. EXAMINATION MANUSCRIPTS.

Class II. SPECIAL PRODUCTS.

Class III. CHARTS ILLUSTRATING COURSES OF STUDY; DRAWINGS; SPECIMENS OF PENMANSHIP.

3. GENERAL RULES.

I. No article shall be exhibited, unless the class to which it belongs be stamped or otherwise plainly marked on the article itself or on the cover containing it.

2. The paper for all class work must be of uniform size—either  $8\frac{1}{4}$  by  $10\frac{1}{2}$  inches, or the size known as Flat Cap.

4. SPECIAL RULES FOR CLASS I.

I. *Who may be examined.* None but *bona fide* pupils of the schools and of the particular grade of schools represented shall be permitted to contribute anything for the exposition in this class.

II. *Time of examination.* From the first to the fifteenth of February, 1876.

III. *Time allotted each subject.* Not more than four hours from the time the questions are placed before the pupil till the manuscripts are collected, will be allowed upon any one branch of study.

IV. *Ground to be traversed in the examination.* The limit of the examination shall be the work done during the school year immediately preceding the time of the examination, according to the course of study of the schools represented, which course of study, shall accompany all manuscripts sent for exhibition.

V. *Questions.* The questions for examination shall be prepared by some person not engaged in teaching the pupils examined. Each question must be plainly written



or printed above the answer to the same. They shall not be more than ten in number upon any one branch of study for each class examined. The utmost care shall be taken that no information in regard to the nature of the questions be circulated among the pupils, and that no intimation of the ground of examination except as in Rule IV as above, be given to the teachers previous to the day of the examination.

**VI. Manuscripts to be exhibited.** 1. All the papers prepared by at least one entire class in each grade upon each of the several subjects. The same class may be selected for all the subjects, or a different class for each subject as may be thought most creditable to the school. 2. One tenth of all other papers submitted if all the pupils write, or a number of papers equal to one tenth the number belonging to each of the grades represented.

**VII. Title page.** Each book or collection of manuscripts must bear upon its title page the following: 1. Name of institution, or school and its location. 2. Grade of classes examined.

3. "Manuscripts of entire class," or "Selected manuscripts," (as the case may be.) 4. Time class has pursued the study, (if entire class.) 5. Whole number of pupils in grade. 6. Average age of pupils. 7. Whole number of pupils in class represented, (in case of entire class.)

8. Average age of class represented, (in case of entire class.)

**VIII.** No papers shall be exhibited in Class I. unless accompanied by a certificate from the executive officers of the school represented, that the papers have all been prepared in accordance with the rules herewith submitted.

**IX.** Pupils must certify on separate slips of paper to the examiner that they have received no aid during the examination, and that the time occupied is exactly given in the heading of the papers presented.

**X. Headings of papers.** Every manuscript must be headed in the pupil's own hand writing—1. Name of the school. 2. Name of the pupil. 3. Age of the pupil. 4. Grade. 5. Date of examination. 6. Time occupied in writing the paper, which must include the time between taking the paper and handing in the copy exhibited.

#### Class II. SPECIAL PRODUCTS—SPECIAL RULES.

1. These may be papers prepared at any time, without reference to this exposition, or to any other exhibition. Their nature must be plainly marked upon them, whether they be the work of entire classes or of individuals.

2. They must all be the work of persons who have been connected with the schools, represented either as pupils or teachers.

3. If arranged in books, they should be upon paper of uniform size. They may be arranged in portfolios, if desired.

**Class III. CHARTS, DRAWINGS AND PENMANSHIP.** These may be arranged in any manner which suits the taste of the persons presenting the same.

All papers designed for exhibition must be sent, *charges paid*, to Hon. S. M. Etter, State Superintendent of Public Instruction, not later than March 1, 1876, if unbound; or if suitably bound, not later than March 15, 1876. It is hoped that each Institution, or system of schools, or single school contributing, will, if possible, procure the binding of its own manuscripts, or will, at least, send to Mr. Etter with the manuscripts, a sum sufficient to pay for their proper binding.

*The exhibition is not for purposes of competition, as no awards are asked for or expected, but it is hoped that the very best work that can be done by the schools of the State will be presented in one or all of the classes named.*

J. L. PICKARD,  
E. C. DELANO,  
D. S. WENTWORTH,

*Committee on Pupils' Work.*

## SELECTIONS.

### KINDERGARTEN TOYS AND HOW TO USE THEM.

One of the greatest blessings ever bestowed on mankind by the great Giver of all bounties, is the spirit of inquiry—that eager, restless thirst after knowledge, which has been the first and principal agent of all human progress. Without it, we should scarcely have raised ourselves above a mere animal existence. The same spirit that prompts men like HUMBOLDT, or LIVINGSTONE, to hazard their invaluable lives in inconceivable dangers, animates every little child, and manifests itself in every action, in every idea of his play. A single cube, after being fully comprehended, will not satisfy him long. If he had a knife, and if the material of the cube would less resist him, he would certainly divide it in parts, to investigate the interior, and to have materials for new and further compositions. This natural tendency led FREBEL to select for the Third Gift a wooden cube, divided into eight equal parts, so that each part should represent the whole on a smaller scale. Thus we have in this Gift or Box eight cubes. The first thing the child will have to learn must be the proper mode of opening, emptying, refilling, and closing the box. The lid is opened about half an inch, the box reversed, bottom upwards, the lid fully withdrawn, and the box lifted off gently, when the eight cubes appear as they were in the box. The box should afterwards be placed over the cubes, which should be gradually drawn off the table on to the lid of the box; then the whole should be reversed, and the lid put on again. Careless throwing out of the box, anyhow, must not be permitted. That order is the soul of everything, let the child practically learn, and learn it early; he will soon experience that an irregular filling of the box will not give pace to half the number of cubes—

Each cube must have its proper place,  
Two cannot be where one finds space.

In order to cultivate harmoniously the three powers—intellect, feeling, and acting—the forms practiced with this, and all the following Gifts, are threefold,—1st, Mathematical; 2d, Artistic; 3d, Forms of general utility. We may call them, the three H's—head, heart, hand. What we *know* to be mathematically and logically right and true; what we *feel* to be proper, harmonious, good and noble; we must put into working shape, and must *apply* to life and life's hard labor with a steady will and with sound energy. It is the old familiar—thinking, feeling, doing.

**First Series: MATHEMATICAL FORMS.**—Compare the dissected cube with the solid cube of the Second Gift. Observe the cross cuttings on each side of this, whilst the other is one undivided whole. Two cubes above, and beside each other; two times, two times two, are eight—Divide the whole in 2 equal parts, first in the perpendicular, then in the horizontal direction. Whilst the children do this, let them say: "A whole, two halves;" and joining them again: "Two halves, one whole." With more advanced pupils, you may continue: "A half, two quarters; a whole, four quarters." It will be easy to illustrate in a clear manner, addition, subtraction, and multiplication, up to the number eight. Word and action must, however, always go together. It is advisable to have the tables checkered with cross lines, so that the

whole is divided into squares, exactly of the size of the cubes. The greatest accuracy and order in placing the cubes will thus be easily attainable. Place the cubes side by side in one long line,—say, what it represents. Then, counting them, take four off for a second line, representing a street; or place each one singly, in two rows, as villas. Place two, one on the other, the upper cube covering the lower one perfectly—then let the top cube overhang the bottom one; how far can it project, without dropping? Try to pile more cubes on one another, overhanging each other. Erect two straight pillars; and let the child try to lift one up, and put it down again, without disarranging the cubes. Then try the same with one pile in each hand. The pile should, at first, be of two or three cubes only, and the number may be gradually increased. By degrees, the child will acquire sufficient steadiness of nerve to carry any combination of cubes in his hands through the room, and to place the whole on the table in perfect safety.

To practice well the important art of expressing ideas in a concise and unmistakable manner, the teacher may propose the following games:—

*Teacher:* I will take eight cubes, and will shut my eyes, and Charles shall tell me how to place each single cube.


*Charles:* Four cubes side by side.

*Teacher places them:* ■ ■ ■ ■

*Charles:* No, Teacher—close together.

*Teacher:* Well, then, now repeat—four cubes, close together, side by side ■■■■

*Charles:* Four cubes on the top in the middle.

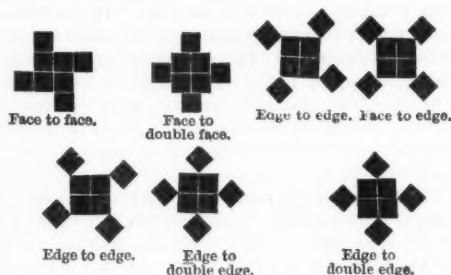
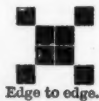
*Teacher:*  Right, what does it resemble?

*Charles:* A candlestick. Another child says—a steam-boat. Another says—a factory, with a high chimney.

As to exercises in arithmetic, care must be taken not to leave for the present the safe and firm ground of ocular demonstration; nor to attempt to exceed the limit of 8; and above all, to consider the age and the capacity of the children. There should be no mere lip-work and parrot routine. Whatever is taught, must be clearly and thoroughly understood.

*Second series of forms: ARTISTIC.*—These forms are to cultivate the sense for the beautiful, the tasteful—the result of order, harmony, and symmetry. They train the eye to see quickly and distinctly, the feeling to reject all that is unsightly, to revolt against everything misshapen, inharmonious, untidy; and the hand quickly and steadily to improve, to rearrange, to rectify. The immense importance of such exercises, their incalculable bearing on the moral character, as well as on a happy, successful course of life, cannot require any special recommendation. By the cultivation of the outward eye, the inner perception and intelligence will become all the clearer; and these exercises will be an invaluable preliminary introduction to a study of art. An important principle in FROEBEL'S system may be stated here. Accustom the child to develop figures and forms by slight changes and alterations, rather than to destroy each single one preparatory to constructing another. Proceed from one given form to a new one, naturally, and logically. Herein, indeed, is more than first meets the eye. The child will learn to be strictly methodical in all his doings, as well as in his reasoning.

Now set the cubes before you, as they stand in the box.



Place one of each of the four cubes of the upper half to the four sides of the lower, beginning at the middle of the sides, and proceeding to the right.

Move the inner square, so that the edges touch (see next figure).

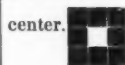
Let A, B, C, D, be stationary, and 1, 2, 3, and 4, move round, as above, resting first at the surface, then at the edges, &c., but they must not lose their diamond form. Let nine children make each the open star, and join them, so that 1 touch 3 at the edge, and 4, 2.

Three stars will thus be joined horizontally, and three perpendicular.

Proceed by putting the diamonds straight.



Develop in the same way as above, moving the extreme cubes. Push the outer or extreme cubes between the stationary ones, so as to form a square with an open center.



Push the corner cubes out, join the left hand edge of 2, to the top edge of B, 3 to C, 4 to D. 1 to A, and continue the rotary movement as above.

Then place 1, 2, 3, 4, (diamond form) at the corners of A, B, C, D; remove the latter from the center, so that all touch at the edges, and an octagon appears. Any of these forms will serve as part of a whole pattern, when repeated and composed in the way described above.

The following is also interesting and instructive. Make one oblong, four cubes high, and two deep or wide. Whatever alterations are made, should be effected with both hands on each of the two columns simultaneously.

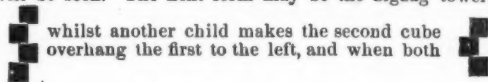
For instance, take two from the top, and place them edge

to edge at the bottom. Once more the same, and once more.

Take the two bottom ones and place them, diamond shape, on the top, and so on. Thousands of variations may be made, all thoroughly symmetrical. Thus children learn to hear, to think, to act, correctly and quickly.

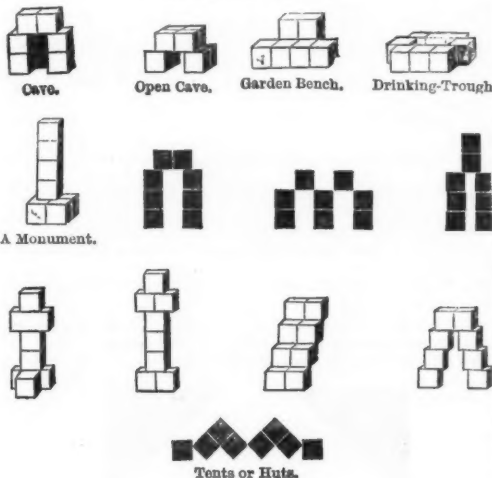
*Third series: FORMS OF UTILITY.*—Even the perfect harmony between head and heart will prove unsatisfactory without the signal glory of practical results—of fruits that enrich the industrial world with the happy realization of

ideal dreams. Our third series of forms leads the child from the realms of mind and of artistic idealism, to the matter-of-fact necessities of every-day life. He now becomes architect, mason, carpenter, shipwright, and whatever his imagination will make him, by means of the simple material. Begin with the simplest form and proceed, developing, altering, step by step, one form into another, without destroying. The child will soon understand that accuracy, neatness, and exact fitness, are indispensable to success. It would be absurd to dictate one unchangeable series of forms—the greatest freedom of choice is granted so long as the important principle of developing, instead of isolating, is observed. The younger the children are, the greater will be their tendency to pile up. So one may at once proceed to the column, repeating the word "up," as the child adds another cube. Then taking them off, one by one, say: "down and up," placing this time the second in diamond shape on the first, the third facing him again, the fourth in diamond form and so on. A round tower will be seen. The next form may be the zigzag tower,

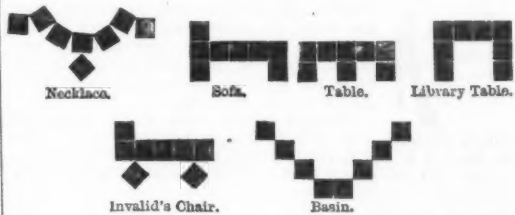
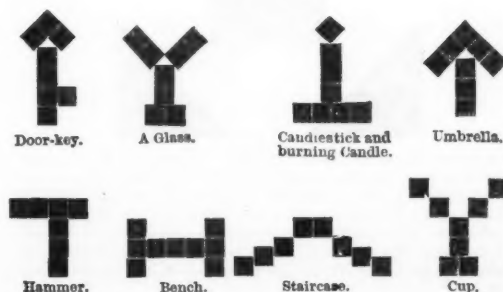


whilst another child makes the second cube overhang the first to the left, and when both are finished, they may be gently joined, so as to form one building. A few simple illustrations will assist the teacher better than a verbal description can. The teacher will know how to bring each in its proper place, as well as how to assist the children in giving to each form its proper name.

### UPRIGHT FORMS.



### FLAT FORMS.

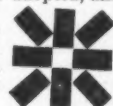


The letters **A E F H I K L N T** and others.

**FOURTH GIFT.**—While the cubes present no difficulty even to the youngest child, being of the same size and shape in all their faces, edges and corners, this Gift shows a marked difference in the proportions of the blocks which the box contains. We have here eight blocks, in their total of exactly the same bulk as the eight cubes. Two of these blocks can be united so as to equal exactly in size and shape two of the cubes placed side by side; only the division is different. There are two long and broad, two long and narrow, and two short and narrow surfaces to each block. Let the children well comprehend the relation of this Gift to the Third: then proceed to the mathematical forms. If we call the broad surface *a*, the long and narrow *b*, and the but-end *c*, we shall be able to give simpler and plainer directions. Two blocks lying side by side on surface *a*, are equal in breadth to the length of each block. Four blocks lying on surface *b*, are equal in breadth to the length of each. Two blocks, lying one above the other on *a*, are equal to the height of one, lying on *b*. Four blocks, side by side, resting on *b*, with their broad side towards you are equal to four, with *c* towards you; and four, standing side by side on *c*, are equal in height and width to four lying on *a*, one above the other. The nature and properties of the materials must be thoroughly understood, before we study their use.

How many squares can you make with the blocks lying on *a*? how many when they lie on *b* or on *c*? How many triangles can you describe with eight blocks? How many of the same kind? See what different kinds of triangles you can find? (This of course, for more advanced children, who may also be able to describe a pentagon, hexagon, heptagon, and octagon; but, as a rule, this may be considered the proper province of the Sixth Gift.) Without going deeply into grammar, the adjectives may be noted also—as high, long, short, thick, broad, narrow, wide, etc.; and may be practically illustrated. Many useful and interesting lessons in forms and numbers may be added, especially in combination with the Third Gift.

For the second series—the artistic forms—this Gift offers many new and interesting features. The same course, as indicated with the cubes, may be adopted, and, moreover, varied by placing the blocks on *a*, *b*, or *c*. Thus the star allows of three variations. The starting form, from which figures may be developed by gradual movements and alterations, as described in the



Third Gift, is thus



But, with the greatest delight, children hail this Gift in building objects of every-day life. They make an interesting discovery when they place their blocks in a line on *c*, facing *b*, about one cube's distance one from another. A line of soldiers! A slight touch of the first or eighth, so that it falls on its neighbor, and the whole line falls, one after another. What a rich field for imagination! What a variety of forms this box admits of! Sofas, benches, tables, stairs, houses, windows, etc. Of stairs, the geometrical or winding staircase is very pretty. Place one block on *a*, the second overhangs it slightly,



covering all but a narrow triangular strip, the third the same, but all touch in one corner; the fifth is supported by one block, standing on *c*, and the others will be secure and firm enough, provided they do not much overhang.

*Bedstead, Child, and Nurse*, also give much pleasure: one block on *a*, is bordered on all sides by four on *b*; partly resting on the edge of the top-board, as on a pillow, partly in the *bedstead*; a sixth block on *a* represents the child; the seventh is placed on it as a blanket, leaving the head free; and by the side stands another as the nurse.

See my bedstead, strong and deep,  
Baby now will go to sleep;  
Nurse watches with loving eye,  
Sings a pretty lullaby.  
Delightful is the bed at night,  
When one has done what's good and right.

*A Seat with Footstool*.—Two blocks *a*, one on the other, three blocks *c* standing behind them; and in right angles to these, to the right and left side, two others; the last *a* serving as footstool.

*A Throne*.—Two flat, on one another, upon them, right and left, one standing; two others right and left stand against the but-ends of the seat; in the middle of the back two blocks stand, on one another, on *c*, to form a high back.

*Garden-House, with open doors*.—Two blocks *c* stand in the back, two others, right and left, at right angles, two lie flat on the top, two stand like doors ajar at either side.

*A Table*.—Form a square of two blocks *a*, in the middle of it place another of two blocks *c*, on the top of these place two squares, one on the other on *a*, with their joints crossing:



*A Mining Shaft*.—Within a square, circumscribed by four blocks *b*, place another standing on *c*, and joined in the same manner.



*A Deep Shaft*.—On the top of the one just described as standing within the square, place another block, exactly the same, care being taken that the joints do not coincide.

*Two Windows*.—To both ends of one block *a*, place another on *c*, and a third *c* on its middle; across each end-post put one *a*, touching the center pole; on the top of all two blocks *a*, joining at *c*.

**FIFTH GIFT.**—This Gift is an extension of the Third. We enter now upon a field of study and amusement which the Kindergarten cannot exhaust, and which will yield a rich harvest of instruction and pleasure throughout the whole period of school-life. We noticed in the Second Gift the principle of unity in the cube; in the Third and Fourth, the progressive development in the number two. Here "three" is the first feature that strikes us. Three cubes in every direction, added together, produce the number 27. This, in fact, is the first cubic number after the number 8. But the novel feature in this Gift is not so much the number of cubes, as the difference between some of them. We find 21 solid cubes, 3 dissected in halves, and 3 in quarters, making in all 39 pieces.

Form and number constitute again a large field of study in the mathematical forms. Before using the whole, we must consider the single parts, especially the new ones. One cube is cut in two halves, what are they called? 1st: Count their surfaces, edges, and corners, observe the angles. 2d: How many different forms can you make by joining the two halves? 3d: Compare one half with two quarters, and with the single quarters. 4th: Make one whole of four halves, viz.: a square. Compare a square with a cube. 5th: Make other forms of four halves. 6th: What can you make of six halves? In the same manner proceed with the quarter cube, counting and naming all its various parts: then find 5 different forms of

arrangement of two quarters, all standing on the narrowest edge, besides other forms in other positions. Then continue these exercises with 3, 4, 5 to 12 quarters. Form different squares by combining solid with dissected cubes. At the proper age, children will not find it difficult to copy these forms on a slate, or in a checkered book, an exercise which is recommended as highly important. Cubic blocks of cork, cut in pieces, in miniature imitation of our dissected cube (older children may cut them themselves), and gummed on card-board, will form an interesting collection of all the forms designed. With the more advanced, modeling-clay will serve this purpose still better. After the dissected cubes have been thus fully studied and comprehended, we proceed to the contents of the box, as a whole:

1. Divide the whole into 3 equal squares, standing and lying.
2. Into 3 equal lengths.
3. Into 9 parts, lying.
4. Into 27 parts.
5. Divide the whole into 2 equal parts, each forming an oblong hexagon.
6. Divide the whole into 3 parts, each forming an oblong pentagon.
7. Divide the whole into 3 parts, each representing an oblong pentagon.
8. Again into 3 parts, representing a hexagon, with two right angles.
9. Another division, a pentagon, with 3 obtuse, 1 right, 1 acute angle.
10. Another into 3 parts, forming a hexagon, with 2 right angles.
11. Divide into 4 parts, each a hexagon, with 2 right, and 4 obtuse angles.
12. Divide into 6 parts, each a regular oblong hexagon.
13. Divide into 6 parts, each four-sided with 2 right angles.
14. Divide into 6 parts, each an octagon, with 4 right angles.
15. Divide into 9 parts, each a hexagon, with 6 right angles.
16. Divide into 12 parts, each a pentagon, with 3 right angles.
17. Make an oblong hexagon of the whole, 2 cubes high.
18. Make an octagon of the whole, 2 cubes high.
19. Make a pentagon of the whole, 3 cubes high, with 3 right angles.
20. Make a pentagon of the whole, 3 cubes high, with 1 right angle.

The intelligent teacher will scarcely need any more hints for inventing many similar combinations.

We now proceed to the artistic forms.



Arrange the contents of the box as above. The center may also stand in diamond form. Any of the cubes may be changed in its position, except the center, No. 17, which remains immovable; but, whatever is done, must be done with the three corresponding cubes also. When, for instance, No. 15 is placed corner-wise, so as to form an open triangle, Nos. 21, 19, 13, must be in a similar position.



Change No. 2. Pull out 2, 10, 32, 24, to leave an open square.

- " " 3. The same with 5, 27, 20, 7.
- " " 4. Place corner-wise 1, 6, 33, 28.
- " " 5. Pull out, edge to edge, 14, 18, 20, 16.
- " " 7. Join 8 to 14, 9 to 18, 26 to 20, 25 to 16.
- " " 8. Move eight to the center between 3 and 4, and the corresponding pieces in like manner.

Change No. 9. Let 14 touch 8, diamond-shaped, and the rest to correspond.

And so on, according to fancy. The variety is endless. The kaleidoscopic effect of many of these simple forms is surprising.

The teacher may now be left to her own taste and discretion. Enough has been done to illustrate the system; and it must not, by any means, be understood that the above changes are the only ones to be adopted. The same road need not once be traveled over again.

The forms of utility of the Fifth Gift are almost inexhaustible, and children may, at this stage, be well left to their own inventions. We will describe an example of such forms here.

*A large Park-Gate.*—Seven pillars three cubes high, at one cube's distance, should be arranged in one line. As a guide, a quarter cube may be temporarily placed between each, with its right angle upwards. Cover the middle pillars with a quarter cube, the others with half cubes, place small square pillars, formed of two quarter pieces, at each end; cover these with one quarter as a roof; in front of the middle, place a pillar formed of four quarter cubes, covered by one quarter. A great many variations and alterations may be made from the design above described.

It should be borne in mind that all the pieces must be employed in every structure or composition. This is an important rule, which must be followed, not with this Gift only, but with all the others.

*SIXTH GIFT.*—In the same way as the Fifth Gift was a development of the Third, this Gift is developed from the Fourth. We find in it the same bulk which characterized the Fifth, but the shapes of the pieces of wood differ; consisting, in this instance, of 18 blocks, together with 3 cut lengthways, and 6 cut across, so that we have 6 pillars, and 12 square tablets; in all 36 pieces. The same rules, as in the foregoing, must guide us here. We must first study the relations of the new parts to one another, and to the solid blocks. Compare the tablets with the whole pieces, and with the cubes. What relation do they bear to the cube? Is there any difference in the number or the nature of their surfaces, edges, corners, and angles? Compare them with the pillars, the pillars with the cube and the whole blocks, the tablets with the half and quarter cubes. Form triangles with the tablets, and also with the pillars and whole blocks. How many different triangles can you form with the one and the other? Then proceed to form open squares, pentagons, hexagons, etc., up to twelve-sided figures. Compare each with similar figures constructed from other pieces—one formed of cubes, one of pillars and of blocks. Let squares of different sizes be formed, as also other rectangular forms. If the teacher succeed in combining artistic and tasteful designs with geometrical forms, and thus finding transitional forms, leading from one series to another, additional interest will be secured. Although the artistic forms of this Gift cannot be produced equal in beauty to those of the Fifth Gift, yet to a tasteful and ingenious mind even these materials offer a vast field of invention. It is essential to have a good starting form. Pretty figures can be developed from the equilateral triangle, especially when the pieces are judiciously arranged. But, if the Sixth Gift is not so well adapted to decorative forms, it surpasses the previous Gifts in adaptability to architectural and industrial forms. Without copious illustration by diagrams, it is difficult to describe fully the rich field which an inventive and ingenious mind will delight in developing. Many forms of the Fourth Gift may be taken as a basis for larger and more complicated compositions.

*Park-Gates.* Six blocks in one length. On the middle of each block a tablet, on each tablet a pillar, and on each

pillar another tablet. The whole covered up with rows of blocks, each shorter than the lower one.

*A Colonnade.*—Two parallel rows of three pillars each, which rest on three blocks. Tablets above and beneath the pillars. The whole covered by blocks.

Having become well acquainted with the first Six Gifts of the Kindergarten System, children will be fitted to proceed to the more advanced Kindergarten Amusements, beginning with the Alphabet and Stick-laying boxes, and gradually progressing to the artistic pursuits of Drawing and Modeling.

The foregoing is an extract from a practical explanation of the first six gifts of Fröbel's Kindergarten by HEINRICH HOFFMAN. This kind of instruction is rapidly growing into favor and will lead to better methods and greater efficiency in higher departments.

#### EXPERIMENTAL SCIENCE IN MODERN EDUCATION.

In the first place, then, I must declare my conviction that no educated man can expect to realize his best possibilities of usefulness without a practical knowledge of the methods of experimental science. If he is to be a physician, his whole success will depend on the skill with which he can use these great tools of modern civilization. If he is to be a lawyer, his advancement will in no small measure be determined by the acuteness with which he can criticise the manner in which the same tools have been used by his own or his opponent's client. If he is to be a clergyman, he must take sides in the great conflict between theology and science, which is now raging in the world, and unless he wishes to play the part of the doughty knight Don Quixote, and think he is winning great victories by knocking down the imaginary adversaries which his ignorance has set up, he must try the steel of his adversary's blade. Let me be fully understood. It is not to be expected or desired that many of our students should become professional men of science. The places of employment for scientific men are but few, and more in the future than in the past they will naturally be secured by those whom Nature has endowed with special aptitudes or tastes—usually the signs of aptitudes—to investigate her laws. That our country will always offer an honorable career to her men of genius, we have every reason to expect, and these born students of Nature will usually follow the plain indications of Providence without encouragement or direction from us. It is different, however, with the great body of earnest students who are conscious of no special aptitudes, but who are desirous of doing the best thing to fit themselves for usefulness in the world; and I feel that any system of education is radically defective which does not comprise a sufficient training in the methods of experimental science to make the mass of our educated men familiar with this tool of modern civilization: so that when, hereafter, new conquests over matter are announced, and great discoveries are proclaimed, they may be able not only to understand but also to criticise the methods by which the assumed results have been reached, and thus be in a position to distinguish between the true and the false. Whether we will or not, we must live under the direction of this great power of modern society, and the only question is whether we will be its ignorant slave or its intelligent servant.

—Prof. J. P. Cook in *Popular Science Monthly*.

*REFUSED BLESSINGS.*—"It's amazing," said Deacon Green, "how stupid we human beings are, little and big; what worthless things we strive for, and what blessings we carelessly cast away. In some parts of Japan, when you go home from a dinner, a servant is sent after you with a box containing everything that was offered to you at table and that you refused. Ah! what if some day an angel comes after us to show us all the blessings that were offered to us on earth, that we were too stupid or too obstinate or too proud to take!

—"Jack-in-the-Pulpit," *St. Nicholas* for Dec.

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## GLAD NEW YEAR.

MRS. S. C. HERRICK.

Thou crownest the year with thy goodness.—Ps. lxxv: 11.

L. O. EMERSON.

1. Ring-ing, ring - ing, Voic-es soft and clear, Wel - come bring-ing To the glad New Year. The  
 2. Fall-ing, fall - ing, For the old a tear; Smil - ing, greet-ing, To the glad New Year.  
 3. Wing-ing, wing-ing, Si - lent - ly to heaven, May its mo-ments All to God be given  
 4. When the sea - sons Cease to mark his love, May we praise him Ev - er-more a - bove.

glad New Year, When friends so dear Are clustering round our way; The glad New Year, With festive cheer, We

**CHORUS.**  
 cel - e - brate to-day. Ring-ing, ring-ing, Voic-es soft and-clear, Wel-come bringing To the glad New Year.

From *Crown of Life*, by permission of the publisher, W. W. Whitney, Toledo, Ohio.

## ILLINOIS STATE TEACHERS' ASSOCIATION.

ILLINOIS STATE TEACHERS' ASSOCIATION.—The twenty-second annual meeting of the Illinois State Teachers' Association, will be held in the Presbyterian Church at Rock Island, December 29th, 30th and 31st, 1875.

## PROGRAMME.

## WEDNESDAY, Dec. 29.

10:00 A. M.—Address of Welcome, Hon. Wm. H. Gest, City Attorney. Response by the President, W. B. Powell, Aurora.

11:00 A. M.—President's Annual Address.

2:00 P. M.—"Country Schools," J. H. Blodgett, Rockford. Discussion opened by E. L. Wells, Oregon, and B. G. Roots, Tamaroa.

3:30 P. M.—"Uses and Abuses of the Laboratory Methods of Instruction in Natural Science," J. A. Sewall, Normal. Discussion opened by O. S. Westcott, Chicago, and E. A. Gastman, Decatur.

7:30 P. M.—Lecture, Newton Bateman, LL. D., Knox College.

## THURSDAY, Dec. 30th.

College and High School section, in High School building, A. M. Brooks, Chairman.

9:00 A. M.—"The Work of the College as distinguished from that of the Academy and High School, on the one hand, and from that of the University on the other," David Wallace, D. D., Monmouth College.

10:30 A. M.—"Co-operation of High Schools and Colleges," Henry L. Boltwood, Princeton, Discussion opened

by W. H. Russell, Kewanee. Intermediate and Primary Section, in the Presbyterian Church, B. F. Barge, Chairman.

9:00 A. M.—"Foundations," Paper and Class, Miss C. M. Briggs, Rock Island. Discussion opened by J. Piper, Chicago, L. Gregory, Moline.

10:00 A. M.—"Primary Instruction," Mrs. M. A. McGonegal, Davenport, Iowa. Discussion opened by L. M. Hastings, Aurora, Leslie Lewis, Chicago.

11:00 A. M.—"Intermediate Work," S. L. Wilson, Champaign.

## GENERAL ASSOCIATION.

2:00 P. M.—"Education and Crime," S. H. White, Peoria. Discussion opened by C. I. Parker, Danville.

3:15 P. M.—"How to Secure Good Teachers," C. C. Snyder, Freeport. Discussion opened by E. P. Frost, Peoria, John Hull, Carbondale.

7:30 P. M.—Lecture, Richard Edwards, LL. D., Normal.

## FRIDAY, Dec. 31st.

9:00 A. M.—"What is Practical for the Graded School?" E. A. Haight, Alton. Discussion by members of the Association.

10:30 A. M.—General business.

## RAILROADS.

The following railroads will sell round-trip tickets for one-fare and one-fifth to those presenting certificates of membership: Illinois Central to Freeport, La Salle and Bloomington. Chicago, Burlington and Quincy, to Galva, Burlington Crossing and Monmouth. Chicago and Northwestern to Freeport, Sterling and Fulton. Rockford, Rock Island and St. Louis, to all points. Western Union to all points. Peoria and Rock Island to all points. The

Indianapolis, Bloomington and Western, will sell excursion tickets for the round trip from any point, for five cents a mile one way.

## HOTELS.

The hotels will entertain members at the following reduced rates: Harper House, \$2.00; Billows House, \$1.50; Rock Island House, \$1.50.

The rooms of the executive committee will be at the Harper House.

S. A. FORBES, Normal,  
M. ANDREWS, Galesburg,  
J. F. EVERETT, Rock Island. } *Ex. Committee.*

## QUATRAINS.

## I.—WISDOM.

"Wisdom," quoth the sage,  
"Cometh only with age."  
"Fool!" quacked a goose,  
"Then 'tis no use!"

## II.—HOMEOPATHY.

"If like cures like," quoth Bibulus athirst,  
"Each second glass must surely cure the first."  
Alas! he missed his count, and, sad to see,  
The drinks came out uneven—so did he!

—R. R. Bowker; Scribner for Dec.

## THE SEA PEOPLE.

The pale white chargers of the sea  
Toss back their foam-white hair,  
As swift they plunge beneath the waves  
With mist-robed sea-nymphs fair.

Far down in dim-lit coral caves  
The mermaids coil and glide,  
Or with fish-monsters, filmy-eyed,  
Through walls of water glide.

While whirling up from darkling deeps  
With hurrying leap and reach,  
The great wave Tritons dance and dash  
Along the echoing beach.

—Lillie Devereux Blake, in the *Galaxy* for December.

CULTURE A MEANS NOT AN END.—We must not make culture an idol, as is the fashion, but regard it as merely one of the forces that go to keep the world in motion. It is a means, not an end. It is no more to be worshiped for itself than is the knowledge of the multiplication-table. We should not let ourselves be swamped in our luxuries. The man should always be better than his surroundings; he should absorb what is good in them, and stand above them. It is to the credit of a man to rise purified by his experience, however bitter it may be, and certainly he should not fall into joyous self-content because he has knowledge of bric-a-brac. That is no better than the strength of the giant who forever lolls upon the sofa. The collection of curiosities, the ransacking of the globe after singularities, and the consequent selfish thrilling with enjoyment, are not enough. Indeed, the mere enjoyment is in itself idle, unproductive, and, if it interferes with work, harmful, however delightful it may be. That it is delightful no one can deny, but just as fear of starvation is, however disguised, one of the strongest inspirations of toil known to man, the evident danger of comfort, pleasantly won distinction, and elegance is, that they produce sloth, or passive content with things as they are.

—T. S. Perry, in *Atlantic Monthly*.

NORMAL SCHOOLS.—DR. CLARKE, President of the N. Y. State Teachers' Association, in speaking of teachers' classes in Academies etc., said:

The Normal Schools are provided by the State with the most ample means and ought to reach the highest possible

success in their work; and we have a right to look to them for the very best teachers. But it is apparent from the past history of those schools that they are not to furnish the teachers for our Common Schools. The teachers from the Normal Schools can find better positions, but whatever position they may occupy the State is doing good by sending them forth. But the Normal Schools should be Normal Schools and nothing else; they should not be hampered with their academic departments. The academic work is the proper work of the Academy, and the normal work is simply professional; now, the great burden of labor in our Normal Schools is to prepare the pupils for the normal work. Let the academic departments of the Normal Schools be dispensed with, and then let the normal teachers adopt uniform methods of training, such methods as have produced the best results, thereby shortening the normal course of preparation at least one-half, and we should soon see abundant results of the princely munificence of the State to the schools. As it now is, there is but little agreement in the Normal Schools in the method of training, and the purely normal work differs but little if any from that of the teachers' classes in the best academies. We need something better than our present methods and we shall not bring our Common Schools much higher than they are unless we have it.

## THE JOURNAL'S DESK.

THE STUDENT'S MANUAL: Designed by Specific Directions, to Aid in Forming and Strengthening the Intellectual and Moral Character and Habits of the Student. By REV. JOHN TODD, D. D. New Revised Edition, to which are added, Notes by the Author. Northampton: Bridgman and Childs. Philadelphia: E. H. Butler & Co. St. Louis: J. W. McIntyre. 1874.

This work is so well known and so highly appreciated that it requires no special introduction or commendation. Its reputation is world-wide and the good it has accomplished is so great that words will not portray it.

GERMAN GRAMMAR: a Text-Book for the Practical Study of the German Language, by J. ADOLPH SCHMITZ and HERMAN J. SCHMITZ. Philadelphia: J. B. Lippincott & Co. 1875. Chicago: Keene & Cooke.

The mechanical features of this work are attractive and praiseworthy. Its authors evince a thorough knowledge of the German language and, How to teach it. They so gradually and pleasantly advance the student from the easier to the more difficult, that it seems impossible for him to hesitate or become weary in his progress, ere he masters the language. Their work cannot fail to prove acceptable nor to greatly facilitate the study of this useful, living language.

AN ELEMENTARY MANUAL OF LATIN PROSE COMPOSITION, with a full English-Latin Vocabulary, by S. R. WINCHELL, A. M. Philadelphia: J. H. Butler & Co.

This work certainly is a very valuable aid in acquiring a knowledge of Latin Prose Composition. It contains a concise and clear statement of grammatical principles, with a vocabulary and synonyms. Its purpose is to direct the student to a knowledge of classic Latin by acquainting him with the language used by classic authors, and thus enable him to interpret correctly the text of a page the first time he sees it. It will bear critical examination as well as liberal commendation.

THE January *Atlantic* will commence the thirty-seventh volume of the magazine and will contain Poems by Whittier, Holmes, Trowbridge, and Fawcett; additional chapters of Mr. Howell's "Private Theatricals," Mrs. Kemble's "Old Woman's Gossip," and Mr. Adam's Railroad Papers; an Essay by John Fiske, a Sketh of a Florida Winter by Miss PHELPS, a Paper on Jasmin, the Provençal Poet, by Miss PRESTON, and an extremely interesting account of "The Mafrusi of Sicily" by Luigi Monti.

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Its articles are models of high-toned discussion, and its pictorial illustrations are often corroborative arguments of no small force.—*N. Y. Examiner and Chronicle*.

Its papers upon existent questions and its inimitable cartoons help to mould the sentiments of the country.—*Pittsburg Commercial*.

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**SYDNEY MYERS, Manager.**

CHICAGO, Jan. 1, 1875.

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Amount Invested.	Time.	Amount Accumulated
\$100	5 years,	\$142 01
"	10 "	198 39
"	18 "	349 97
"	21 "	432 31
"	25 "	574 35
"	30 "	819 22
\$500	5 "	710 10
"	10 "	991 95
"	18 "	1749 85
"	21 years,	\$2161 55
"	25 "	2871 30
"	30 "	4096 10
\$1000	5 "	\$1420 10
"	10 "	1983 90
"	18 "	3499 70
"	21 "	4323 10
"	25 "	5742 60
"	30 "	8192 22

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One who has loaned his money directly upon Real Estate must take all risks of errors in abstract, defects in title, failure of insurance, sales for taxes, and other liens, and the inconvenience of collecting interest; all these matters can be better and more safely provided for by a corporation like this which has many hundred thousands of dollars loaned on Real Estate, and has a perfect system of attending to these matters and of guarding against all risks of this description. If money is loaned for a certain time on Real Estate, in the ordinary way, the lender must expect to wait until that time expires before he can get his money, and in case it falls due and is paid to him when he does not want to use it, he has the trouble of re-investing.

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"	10 "	991 95
"	15 "	1749 58
"	21 "	2161 55
"	25 "	2871 30
"	30 "	4096 10
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THE HOLDERS OF THESE CERTIFICATES HAVE THE BENEFIT OF THE VERY BEST OF REAL ESTATE SECURITY, AND BESIDES THAT, THE GUARANTEE OF THE BANK, they are relieved from all care and responsibility which is incident to direct loans upon Real Estate, such as collecting interest, attending to the renewal of insurance, and payment of taxes or protection from tax sales, and of the collection of the principal when due, and its re-investment. Any holder of certificates to the amount of five hundred dollars or more has the right, however, to exchange them for Mortgages bearing 10 per cent., but in such case Certificates are taken up and the Mortgages assigned without recourse, the Bank is released from all responsibility. The design of these Certificates is not to sell the Mortgages, but rather to afford an investment in the Certificates, relieving the holders from all the inconvenience and risk of direct loans.

### SUPERIORITY OVER DIRECT LOANS.

One who has loaned his money directly upon Real Estate must take all risks of errors in abstract, defects in title, failure of insurance, sales for taxes, and other liens, and the inconvenience of collecting interest; all these matters can be better and more safely provided for by a corporation like this which has many hundred thousands of dollars loaned on Real Estate, and has a perfect system of attending to these matters and of guarding against all risks of this description. If money is loaned for a certain time on Real Estate, in the ordinary way, the lender must expect to wait until that time expires before he can get his money, and in case it falls due and is paid to him when he does not want to use it, he has the trouble of re-investing.

THESE CERTIFICATES MAY BE HELD AS LONG AS DESIRED BY THE PURCHASER, his interest will be promptly paid on each quarter day, the Trustee who countersigns each Certificate is charged with the duty of seeing that the security is at all times kept good, and that provision is made for the prompt payment of interest.

THE SYSTEM WITH A VIEW TO ITS EXTENSION AS MAY BE DEMANDED, is established by placing in trust Mortgage Notes of the face value of one hundred thousand dollars, which are secured on improved and productive Real Estate worth three hundred thousand dollars. Upon these Mortgages ninety thousand dollars of Certificates are countersigned by the Trustee, and are then executed, guaranteed and issued by the bank.

IF ANY MORTGAGE SECURING THE CERTIFICATES SHOULD NOT BE PAID, there are ten thousand dollars more of Mortgages than of Certificates issued and the holder of Certificates would not be the losers. Moreover, under the conditions of the deed and declaration of trust (which is duly recorded in the Recorder's office, of Cook County, Ill.) it is the duty of the Trustee to require from the bank new securities to replace any that may prove defective. Any holder of Certificates can see the securities on application.

AVAILABILITY. These Certificates are not only safer and more convenient than a single mortgage loan, but they are more available. Any holder wishing to realize the principal of his Certificate, may, on filing the same for collection, receive payment, in order of filing, out of the money collected from time to time from mortgages paid. As but a small proportion of the Certificates are likely to be on file for collection at any one time, and as out of so large an amount of Mortgage money is frequently coming in, the holders of Certificates will find them much more available than a direct time loan. The Certificates which are not registered in the name of any person,

but issued to holders, are far more available in the way of barter or trade than an ordinary Mortgage note, especially as they are receivable at this Bank for all debts due to it at any time.

REGISTERED CERTIFICATES. Registered Investment Certificates may be had on application. In engraving these, blank space is left for the name of the purchaser, and for the amount invested, so that they can be made of any denomination, and as they are made transferable only on the written assignment of the owner and transfer on the books of the Trustee, they cannot be irrecoverably destroyed, lost or stolen. These are very convenient for persons who invest for permanent income. On request in writing, the quarterly interest on Registered Certificates will be forwarded by draft, express, or P. O. order, to any address. Consequently, the Registered Certificates are most convenient for persons not residing in Chicago.

HOMESTEADS AND CERTAIN INCOME WITHIN THE REACH OF ALL. Hundreds of families who will read this are now living in their own dwellings on their own land in the city of Chicago, which property has been acquired in this way, viz.: They deposited regularly in this Bank all that they could spare from their weekly earnings, until they had money enough, then bought a lot and paid for it; they then borrowed money from this Bank and built a house upon it, the Bank taking a mortgage on the house and lot and a policy of insurance; then, living free of rent, they were enabled rapidly to pay off their debt to the Bank, and many hundreds now have house and lot clear of encumbrance.

THE BANK NOW OFFERS to these persons facilities for investing their future savings so as to afford a certain and permanent quarterly income while they live and for their families when they die. A Five Thousand Dollar Registered Investment Certificate, issued in the name of both husband and wife, is secured against loss by fire or robbery, and will ensure a certain and regular income of one dollar per day, or ninety-one dollars and twenty-five cents per quarter, this interest being payable on the first day of February, May, August and November.

THIS PROVISION AGAINST OLD AGE, sickness, and death, is within the reach of every industrious and skillful mechanic. Of this the books of this Bank afford the most satisfactory and positive evidence—for what has been done may be done again. A large number of our depositors have, by persistent saving and regular depositing, accumulated in a few years not only five thousand dollars, but in a number of cases more than double that amount.

REGISTERED OR UNREGISTERED CERTIFICATES, for the amount of one hundred dollars or any multiple thereof, may be had on application; the amount of income to be derived from a \$5,000 certificate is merely given for illustration. A \$100 certificate produces 2 cents per day, or \$7 30-100 per annum; a \$1,000 certificate, 20 cents per day or \$73 per annum; a \$5,000 certificate, \$1 per day or \$365 per annum.

THOUGH NEW IN SOME OF ITS DETAILS, the principles upon which this system of investment is based have been thoroughly tested, both in Europe and in this country. The following extract from the Eleventh Annual Statement of this Institution will suggest the nature of the security upon which its Investment Certificates are issued:

### LOANS ON IMPROVED REAL ESTATE.

Loaned during the year.....	\$380,735.50
Total amount of Loans outstanding.....	\$39,041.95
Amount loaned on each \$100 of security.....	27.27
Average amount of sums loaned.....	1,802.81
Largest Loan.....	12,000.00
Smallest Loan.....	200.00
Number of borrowers of amount now outstanding.....	299

The Manager is not aware that the Savings Bank has ever lost a single dollar, either of principal or interest, of money loaned upon real estate during eleven years of business, notwithstanding the Chicago fire, and it is rarely necessary to make forced collections.

SYDNEY MYERS, Manager.

CHICAGO, Jan. 1, 1875.

## WESTERN JOURNAL OF EDUCATION.

# THE NEW YORK TRIBUNE.

Conductors of schools, in making their arrangements for the ensuing year, will find it very much to their interest to consider the special advantages for reaching parents and pupils afforded by THE TRIBUNE. It has long been acknowledged to be the best means of communication between schools and those seeking them. Its great advance in circulation now makes its superiority more marked than ever.

With but a single exception (that of a paper not circulating largely among the educated classes, and never having many school advertisements), THE TRIBUNE has the largest daily circulation of any quarto paper in the United States. Its aggregate circulation is much larger than that of any other; and its semi-weekly and weekly circulations are double and treble those of the rivals which come nearest it. These facts have been sustained by the amplest evidence, are certified by the largest advertising agents, and have not been disputed even by rivals.

All advertisers agree that the value of the medium by which they address the public depends not less on the character than the extent of its circulation. The combined test makes the great superiority of THE TRIBUNE still more manifest. No other journal has so large and rapidly increasing a constituency among the educated classes. No other is so widely and thoroughly read in the higher schools and colleges. No one now disputes with THE TRIBUNE the distinction of specially representing among newspapers the educational progress of the times. Its pre-eminence in these regards was so well understood among educators last year that the school advertisements in its columns exceeded in number and value the aggregate of those in all the other morning papers of New York.

The special features in THE TRIBUNE, which secure readers among the classes whom the conductors of schools wish to reach, have within the last year been more conspicuous than ever before.

It furnishes earlier and far more literary intelligence than any other paper. Its book reviews (still prepared by George Ripley, the recognized head of literary criticism in this country) are fuller and better than any other daily ever undertook to furnish. Its Artistic, Musical and Dramatic criticism is the recognized authority in each department. Its reports of lectures have commended it to thousands who never took it before. It gives an attention to Science (under the supervision of Prof. Spencer F. Baird of the Smithsonian Institute), entirely unique in the world's journalism; has become the accepted organ of communication between scientific men and the public, and publishes exclusively the first announcements of the Smithsonian Institute and other learned bodies. Its full reports of Commencements, regular Educational Notes, and scrupulous attention to all educational matters have attracted to it exceptional notice among teachers and those seeking teachers of schools.

In the community at large, TRIBUNE readers are found always in those families of culture and means from which pupils of schools not supported by taxation mainly come. In no way can the heads of these families be so effectively and directly reached as through the columns of THE TRIBUNE. It is of especial value to first-class schools, because of the wide region of country it covers, as well as its large number of subscribers. In New York it has the largest circulation among the best classes. Outside New York the returns of postage, furnished by the Post Office Department show that its regular circulation is out of sight ahead of any rival. These out-of-town subscribers are nearly all among well-to-do people, the very best patrons of schools. The Daily, in the country, goes generally to bankers, business men, professional men, and wealthy citizens who have retired from business. The Semi-weekly has a very choice circulation (four times that of any other Semi-weekly in the United States), mainly among the same classes, at points where they do not have a daily mail, or where they depend on papers nearer home for the telegraphic news. The Weekly is the great farmers', planters' and shop-keepers' paper of the country.

Advertisements of schools will be inserted in THE TRIBUNE, carefully classified and alphabetically arranged, at the following rates:

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"There is hardly a second in German literature to be compared with this little work in its charming peculiarity and peculiar charm, and in the French only Paul and Virginia. As a Christmas present it is strongly recommended to those who want to escape from the coarse materialism of the modern novel into the realm of feeling.

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JOHN W. BROWN,  
Editor and Publisher, 196 Clark St., Chicago.

MARCH, 1875.

U. T. CURRAN,  
Associate Editor, Sandusky, Ohio.

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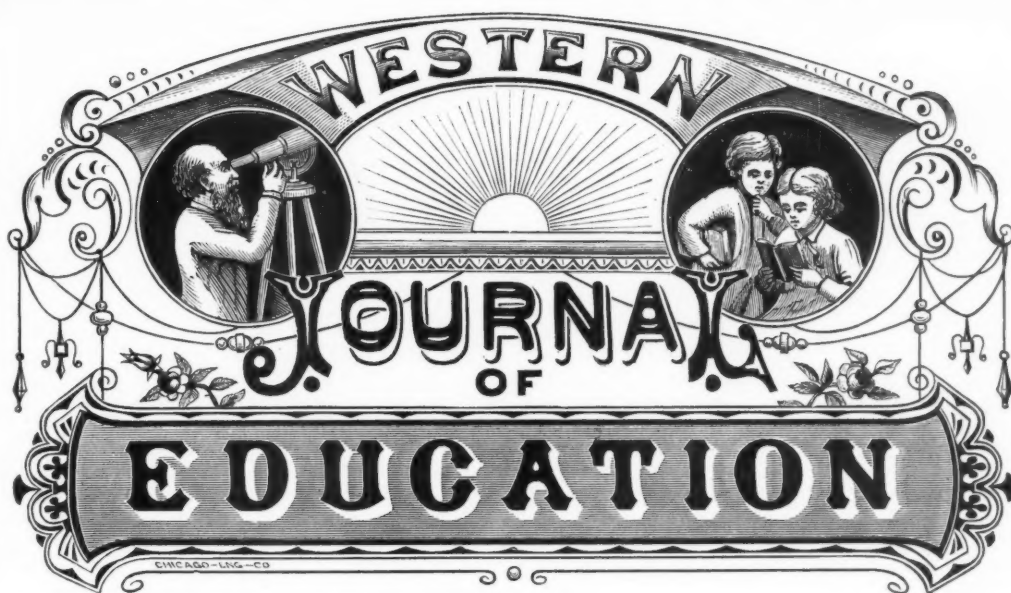
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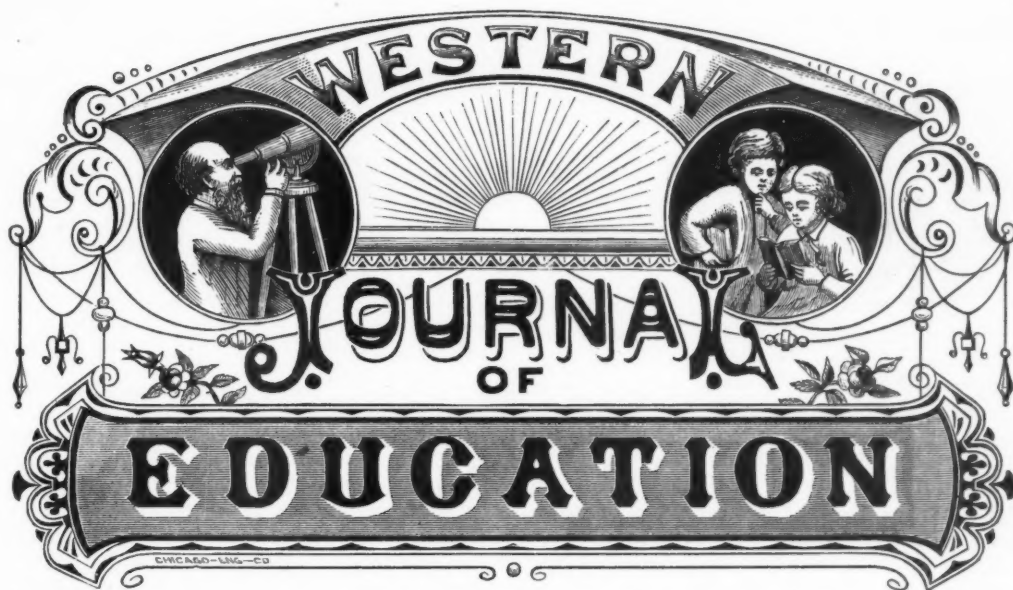
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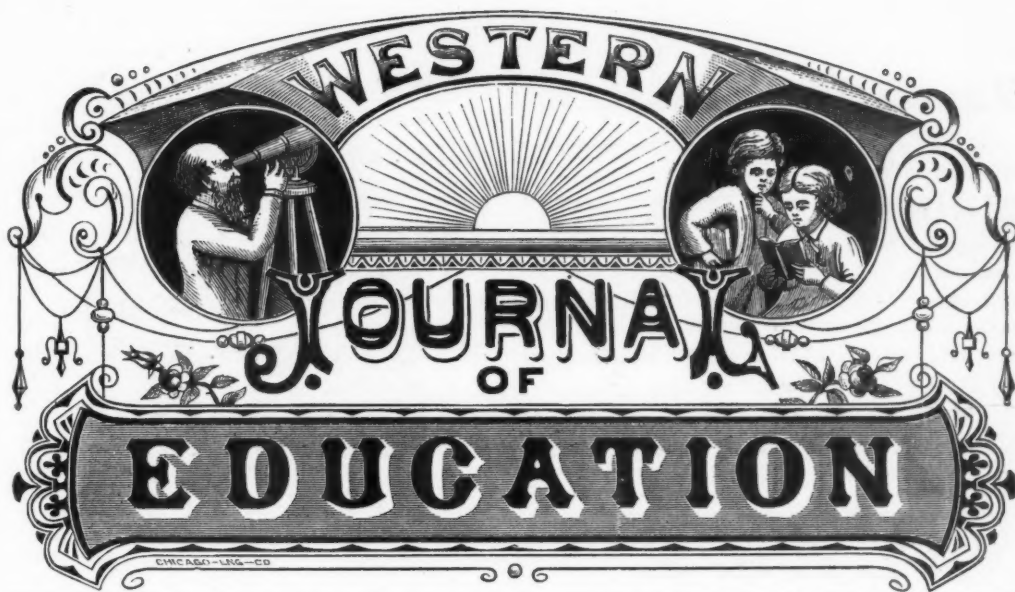
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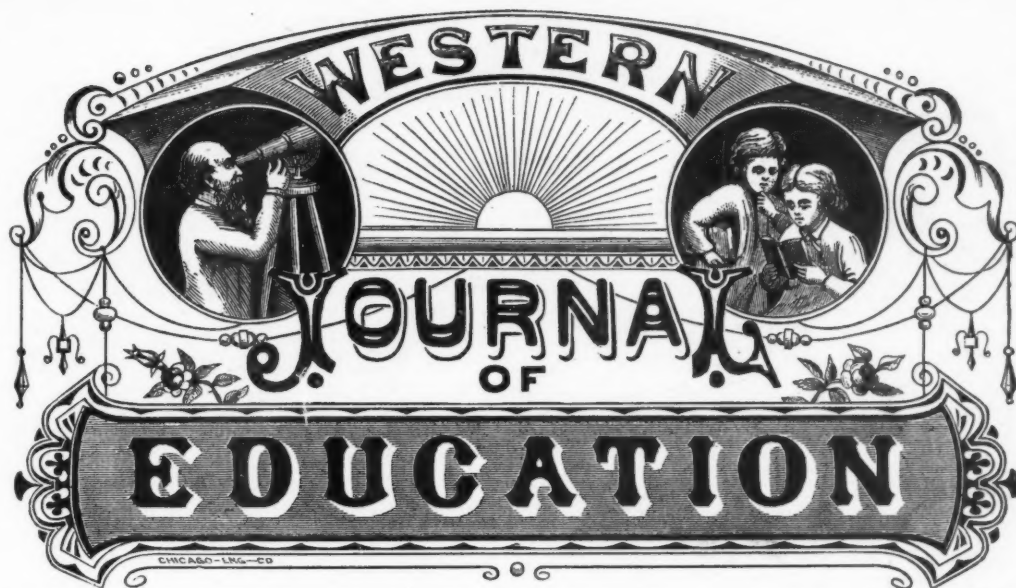
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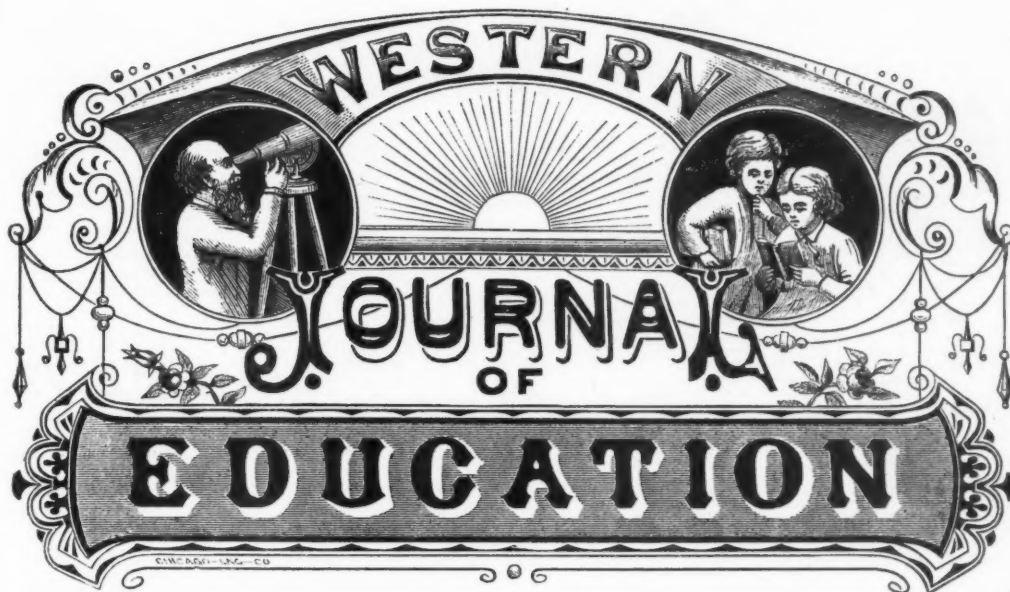
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The October number of this JOURNAL completed the time for which the subscriptions to the MINNESOTA TEACHER were paid. Desiring to retain them all, we continued them in accordance with the notice given that month. All who desire to do so may take advantage of our club rates, or of our premium offer of the *Chronos, MEMOIRS OF CHILDHOOD*, provided they remit to us the subscription price, before the first day of January.

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Amount Invested.	Time.	Amount Accumulated
\$100	5 years,	\$142 01
"	10 "	198 39
"	15 "	349 97
"	20 "	432 31
"	25 "	574 26
"	30 "	819 22
\$300	5 "	710 10
"	10 "	991 95
"	15 "	1749 85
"	20 years,	\$2161 55
"	25 "	2871 30
"	30 "	4096 10
\$1000	5 "	\$1430 10
"	10 "	1983 90
"	15 "	3499 70
"	20 "	4323 10
"	25 "	5742 60
"	30 "	8192 22

Estimated upon the basis, that interest, when due, is credited on Savings Account, and invested in "Investment Certificates," whenever \$100 is thus accumulated.

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THE HOLDERS OF THESE CERTIFICATES HAVE THE BENEFIT OF THE VERY BEST OF REAL ESTATE SECURITY, AND BESIDES THAT, THE GUARANTEE OF THE BANK, they are relieved from all care and responsibility which is incident to direct loans upon Real Estate, such as collecting interest, attending to the renewal of insurance, and payment of taxes or protection from tax sales, and of the collection of the principal when due, and its re-investment. Any holder of certificates to the amount of five hundred dollars or more has the right, however, to exchange them for Mortgages bearing 10 per cent., but in such case Certificates are taken up and the Mortgages are assigned without recourse, the Bank is released from all responsibility. The design of these Certificates is not to sell the Mortgages, but rather to afford an investment in the Certificates, relieving the holders from all the inconvenience and risk of direct loans.

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One who has loaned his money directly upon Real Estate must take all risks of errors in abstract, defects in title, failure of insurance, sales for taxes, and other liens, and the inconvenience of collecting interest; all these matters can be better and more safely provided for by a corporation like this which has many hundred thousands of dollars loaned on Real Estate, and has a perfect system of attending to these matters and of guarding against all risks of this description. If money is loaned for a certain time on Real Estate, in the ordinary way, the lender must expect to wait until that time expires before he can get his money, and in case it falls due and is paid to him when he does not want to use it, he has the trouble of re-investing.

THESE CERTIFICATES MAY BE HELD AS LONG AS DESIRED BY THE PURCHASER, his interest will be promptly paid on each quarter day, the Trustee who countersigns each Certificate is charged with the duty of seeing that the security is at all times kept good, and that provision is made for the prompt payment of interest.

THE SYSTEM WITH A VIEW TO ITS EXTENSION AS MAY BE DEMANDED, is established by placing in trust Mortgage Notes of the face value of one hundred thousand dollars, which are secured on improved and productive Real Estate worth three hundred thousand dollars. Upon these Mortgages ninety thousand dollars of Certificates are countersigned by the Trustee, and are then executed, guaranteed and issued by the bank.

IF ANY MORTGAGE SECURING THE CERTIFICATES SHOULD NOT BE PAID, there are ten thousand dollars more of Mortgages than of Certificates issued and the holder of Certificates would not be the loser. Moreover, under the conditions of the deed and declaration of trust (which is duly recorded in the Recorder's office, of Cook County, Ill.) it is the duty of the Trustee to require from the bank new securities to replace any that may prove defective. Any holder of Certificates can see the securities on application.

AVAILABILITY. These Certificates are not only safer and more convenient than a single mortgage loan, but they are more available. Any holder wishing to realize the principal of his Certificate, may, on filing the same for collection, receive payment, in order of filing, out of the money collected from time to time from mortgages paid. As but a small proportion of the Certificates are likely to be on file for collection at any one time, and as out of so large an amount of Mortgages money is frequently coming in, the holders of Certificates will find them much more available than a direct time loan. The Certificates which are not registered in the name of any person,

but issued to holders, are far more available in the way of barter or trade than an ordinary Mortgage note, especially as they are receivable at this Bank for all debts due to it at any time.

REGISTERED CERTIFICATES. Registered Investment Certificates may be had on application. In engraving these, blank space is left for the name of the purchaser, and for the amount invested, so that they can be made of any denomination, and as they are made transferable only on the written assignment of the owner and transfer on the books of the Trustee, they cannot be irrecoverably destroyed, lost or stolen. These are very convenient for persons who invest for permanent income. On request in writing, the quarterly interest on Registered Certificates will be forwarded by draft, express, or P. O. order, to any address. Consequently, the Registered Certificates are most convenient for persons not residing in Chicago.

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THE BANK NOW OFFERS to these persons facilities for investing their future savings so as to afford a certain and permanent quarterly income while they live and for their families when they die. A Five Thousand Dollar Registered Investment Certificate, issued in the name of both husband and wife, is secured against loss by fire or robbery, and will ensure a certain and regular income of one dollar per day, or ninety-one dollars and twenty-five cents per quarter, this interest being payable on the first day of February, May, August and November.

THIS PROVISION AGAINST OLD AGE, sickness, and death, is within the reach of every industrious and skillful mechanic. Of this the books of this Bank afford the most satisfactory and positive evidence—for what has been done may be done again. A large number of our depositors have, by persistent saving and regular depositing, accumulated in a few years not only five thousand dollars, but in a number of cases more than double that amount.

REGISTERED OR UNREGISTERED CERTIFICATES, for the amount of one hundred dollars or any multiple thereof, may be had on application; the amount of income to be derived from a \$5,000 certificate is merely given for illustration. A \$100 certificate produces 2 cents per day, or \$7 30-100 per annum; a \$1,000 certificate, 20 cents per day or \$73 per annum; a \$5,000 certificate, \$1 per day or \$365 per annum.

THOUGH NEW IN SOME OF ITS DETAILS, the principles upon which this system of investment is based have been thoroughly tested, both in Europe and in this country. The following extract from the Eleventh Annual Statement of this Institution will suggest the nature of the security upon which its Investment Certificates are issued:

### LOANS ON IMPROVED REAL ESTATE.

Loaned during the year.....	\$290,735.50
Total amount of Loans outstanding.....	539,041.35
Amount loaned on each \$100 of security.....	27.37
Average amount of sums loaned.....	1,802.81
Largest Loan.....	12,000.00
Smallest Loan.....	300.00
Number of borrowers of amount now outstanding.....	299

The Manager is not aware that the Savings Bank has ever lost a single dollar, either of principal or interest, of money loaned upon real estate during eleven years of business, notwithstanding the Chicago fire, and it is rarely necessary to make forced collections.

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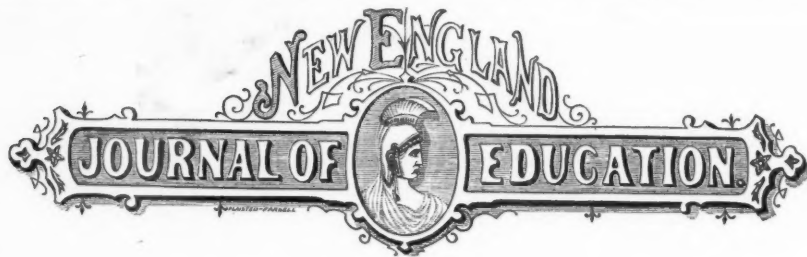
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Largest Loan.....	12,000.00
Smallest Loan.....	200.00
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